Paul Anthony
MJ - file
"Peace Corps"

DRAFT--RSchwartz:ahc - 10/15/65

MEMORANDUM TO PEACE CORPS STAFF

FROM: Charles J. Patterson, Acting Associate Director
Office of Program Development and Operations

SUBJECT: Nigeria Ag/RD Senior Year Training Program
Project No. _____

1. Summary: This advanced training program proposes to train 100 Volunteers for Nigerian rural development, to arrive in 1967. These Volunteers will be trained for a minimum of five months. They will have a considerably greater competence in tropical agriculture, elementary construction, and techniques of community organization than those trained hitherto.

Schedule

| | |
|---|---|
| Selection | October 1965 - June 1966 |
| Training | June 1966 - August 1966 |
| Senior Year | September 1966 - June 1967 |
| Training | June 1967 - September 1967 |
| Overseas Departure | October 1967 |
| Return to U.S. | July 1969 |

2. Current Peace Corps Programs:

| Type | No. | Entered Training | Return to U.S. |
|---|---|---|---|
| Extensions | 36 | | |
| Education | 52 | September 1963 | December 1965 |
| Education | 51 | October 1963 | December 1965 |
| Education | 68 | February 1964 | May 1966 |
| Education | 110 | June 1964 | August 1966 |
| Ag/RD | 80 | June 1964 | June 1966 |
| Education | 100 | September 1964 | December 1966 |
| Education | 27 | February 1965 | May 1967 |
| Education | 96 | June 1965 | August 1967 |
| Ag/RD | 59 | June 1965 | June 1967 |
| TOTAL | 679 | | |

In addition, 95 secondary teachers entered training in September 1965, for arrival in Nigeria in January 1966; also, 75 secondary teacher Volunteers and 132 Teacher Training Specialists are expected to train in the Spring of 1966 for a May 1966 arrival.

3. Host Country Program: Rural development and agricultural Volunteers in Nigeria serve under a variety of Ministries, which reflect the four regions of the country. As much as possible, Peace Corps/Nigeria develops programs with the agency in each region which has the most comprehensive responsibility for rural development. A description of the present Nigerian rural development/agriculture program is attached. The assignments of the advanced training Volunteers, to arrive in October 1967, will reflect GON ministry responsibilities at that time. Regional negotiations (determining assignments and language training) will probably be concluded by February

4. Volunteer Job Descriptions: These Volunteers will be assigned to county councils; to cooperative agricultural development projects, and to native authorities. The Volunteers, under guidance from the District Officer, will assist a community or a County Council to organize and execute important development projects which (1) are highly desired by the community, and (2) can be implemented by self-help methods. Important development projects are: development of vegetable gardens, poultry and swine, use of fertilizer, nurseries and cash crop farms; organization of Young Farmer's Clubs and Cooperatives; construction of feeder roads and bridges, water systems, market stalls and meeting halls. The Volunteer will assist a community to carry the projects through with a minimum of Government

financial assistance and technical support. He will estimate costs and returns of a village proposal and then recommend appropriate expenditure from appropriate financial sources. The PCV will provide technical assistance to projects within his capability, and in those situations where his skill is insufficient, he will call upon the Agricultural Officer, the Cooperative Inspector, the Works Inspector, for specialized technical advice.

5. Training: The first summer of training should be devoted to discussion and experience with the introduction of change to a traditional society. It should include a series of lectures and seminars on comparative change, e.g. African and American Indian. Southern whites + Negroes. It should include a minimum of 5 weeks field experience, probably on American Indian reservations. The field experience, and a subsequent session of reports and group analysis, should develop in trainees an awareness and a sensitivity to the meaning and value of change. During the senior year, Trainees should be encouraged to study political and social change, and to become involved in community action programs. A February discussion session would gel thinking and maintain interest in the program.

The second summer of training, will be devoted to stiff, concentrated courses in the tools and implements of change: agricultural innovation, construction of basic amenities, and the development of public health.

Competent instruction in tropical agriculture and concrete construction are essential. Agricultural training is not expected to produce a professional agriculturalist, but it should be sufficient to well introduce a generalist without agricultural experience to the terms, problems, and opportunities in improved peasant agriculture. Volunteers must understand the basis of a subsistence economy and the psychological as well as economic implications of the introduction of cash crops. They must know the principles of nurseries, fertilizers, planting, transplanting, and harvesting. They must be familiar with the opportunities and the pitfalls posed by export crops, domestic cash crops, and by garden crops. They must be familiar with costs, cooperatives, and marketing. Technical training should be at least partially conducted at a tropical Caribbean training site. Training in elementary construction should include thorough and practical instruction in the design, forming and pouring of concrete, including elementary reinforcing; layout and leveling, elementary carpentry, truss and roof design; in elementary water flow, pipes and pumps. Field work is essential. Cost estimates and project organization should be thoroughly discussed. Courses in rural Nigerian sociology, land tenure and value systems will be important. Discussion of the methods of African rural development--the setting of priorities and the resolution of problems--should take a prominent role. Language training will be important: Ibo for Volunteers going to the East and Mid-West, Yoruba for those to the West, Hausa for those to the North. These requirements assume a normal, thorough training in Nigeria history, politics, geography and economics.

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6. Skill Requirements: These Volunteers must be able to work alone, as agents of change in a traditional society. They must have a sensitivity to traditional perspectives, and ability to adapt problem solutions to those perspectives. High motivation and considerable resourcefulness will be essential. These qualities must take precedence over technically related skills. All Volunteers must be single and male.

Required

1. Available - June 1965
2. I 23A = 12-0 to 12-7, 13-2, 13-3, 17-0
3. I 2 = 1
4. I 3A = 1, 3, 4, or 5

Highly Desired

1. I 23B = 00-0 to 01-0; 03-6; 06-0 to 06-6; 06-9 to 07-9; 19-3; 19-6; 20-1; 20-3; 20-6; 22-0; 25-0; 25-1; 25-5; 25-8; Prof. 2 or more.

2. MLAT = 45
3. I 23B = 30-1, Prof. 2

Desired

1. I 10 = Africa
2. I 25 = 01, 05, 06, 20, 21, 70, 71
3. I 24A or B=2
4. I 31 = 4, 5

DRAFT*

# ON A RIVER LARGER THAN THE MISSISSIPPI

Outline and Discussion of the Peace Corps'

New Education Program

David Riesman
Sister Jacqueline Grennan
Jacob Klein
Rev. Theodore Hesburgh
John Seeley
David Schickele
Warren Wiggins

and others

With an introduction by Saul Bellow(?)

Drawings by Osborn

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*This draft of a new approach for the Peace Corps grows out of the trial-and-error of four years. It takes the whole two-year Peace Corps service as the main educational experience. It seeks to make the prior three-month training period a better preparation for the overseas work. It proposes a continuing and comprehensive relationship with colleges and universities, faculty and students, that will not stop at the water's edge. The Education Task Force, which is developing this program with educators, students and returned Volunteers around the country, invites your comments and participation.

"Learning, then, beckons to you . . . (as it did) to Huck Finn and to Jim. Just as they were carried on that raft down the Mississippi, you will be traveling, all by yourselves, on a river much larger than the Mississippi through rain, and dense fog, and brilliant sunshine, free, yet hunted, burdened by your work or the lack of it, accosted perhaps by all kinds of kings and dukes and even some unknown rattlesnakes."

-- Jacob Klein
St. John's College
To Volunteers Leaving for India

III. Discussion of Education in the Peace Corps

1. Don't Get Hung Up -- John Seeley

2. Terrifying and Illuminating -- David Riesman

3. From Motherhood to Sex: An Agency of Change -- Warren Wiggins

4. The Jazz Band Function -- Sister Jacqueline Grennan

5. The Oriental Dance -- Rev. Theodore Hesburgh

6. Out of Focus Altogether, Unless . . . -- Jacob Klein

7. The Only Thing That Cuts a Little Ice -- David Schickele

## 1. The Peace Corps of 1961, 1965, and 1970

The Peace Corps is full of gaps. Its relative success has come, according to Bill Moyers, out of the creative tension in the gap "between what we know we are and what we ought to be."

One of the greatest gaps--the one Volunteers most dislike--is between the overseas reality and the domestic image of the Peace Corps. To convey their feeling Volunteers have quoted Yeats:

> "Before me floats an image, man or shade,
> Shade more than man, more image than a shade. . ."

After leading a completion of service conference with Volunteers in Bogota, David Riesman wrote that "the Peace Corps is no exotic junket, made socially defensible by primarily physical strenuousness." "What it does do," he said, "is to put people into positions of awesome and complicated responsibility."

But Riesman, who has had continuing connections with Volunteers, in training, overseas and upon their return, is an exception. In discussions on the need for excellence in the preparation of Volunteers for these complicated responsibilities, educators have repeatedly said they had no idea of the scope or significance of the Peace Corps of 1965. A dean at Riesman's own Harvard University said: "We are still back with the Peace Corps of 1961."

The Peace Corps itself has difficulty keeping up with its multiplying responsibilities. Its new "Education Task Force" is commissioned to try to close these gaps in understanding so that those who come into the Peace Corps--the Volunteers who are trained and the faculty who do the training--have their eyes on the real, human work abroad and not on the false images floating around America.

What is the overseas reality? Some of the papers in the discussion section below try to describe it. One suggests that while the Peace Corps is still treated as a platitude like "motherhood" it is really something more driving and interesting like "sex." Others suggest that the substance of the work of 12,000 Volunteers in 46 countries is "revolution"--peaceful change on a scale big and fast enough to deserve that description. Others argue that the education and other constructive work carried on is actually creating the conditions for peace. Jack Sealey of Brandeis University goes a step

further to a purpose he sees as even more generous than peace: the protection of national and personal autonomy, independence, self-government. "The underlying aim," he writes, "seems to be that other people should be free."

Statistics say something about the scope and significance. In six countries the Peace Corps supplies over half of all college-graduate secondary school teachers. A high official of one of these countries recently said to Mr. Shriver: "Do you realize the responsibility you hold--the responsibility to send us your best Volunteers, the best teachers, American can provide? The education of our future generation is in your hands."

With about 6,000 Volunteers engaged in classroom teaching, at the primary, secondary and university level, the Peace Corps has enabled a vast expansion of public education in many countries, especially in Africa where education is the key to development. The other half, another 6,000 Volunteers, are engaged in teaching by example--in community development, agriculture, health education and other rural and urban action. In many countries, especially in Latin America, they are deeply involved in the process of fundamental social change.

This is a long way from the Peace Corps of 1961 which was seen as an antidote to The Ugly American, a dramatic gesture, a symbol of a friendlier America. Instead, the Peace Corps has become a major instrument of social, economic and educational development--of nation-building.

If it does this work effectively and on a large enough scale, it may even live up to its otherwise pretentious name. Not that it sees peace emerging merely out of wide-spread mutual understanding. Nor does it believe that development necessarily leads to peace. In the Dominican Republic, Volunteers discovered how change, if it doesn't come fast enough by consent and with law, can explode into violent revolution. But, as John Kennedy said, "Peace is a process," and the promotion of peaceful change is clearly a central part of that process.

Assistant Secretary of State Jack Vaughn tells how, right after the fall of Batista, the Acting Foreign Minister of the new Dominican Republic said to Mr. Shriver, "We've got to have 450 Volunteers next week." That was when there were only about 200

Volunteers in all of Latin America, and it was some time before the number for the Dominican Republic could reach 100. After the ill-fated revolution this year, Jack Vaughn says he met that former Foreign Minister in Santo Domingo. "He threw his arms around me, started to weep, and said, 'You know, Jack, if we had gotten those 450 Volunteers, this might not have happened.' And I think he was right."

It would not have been just 450 Volunteers who might have made a difference, but 450 (or whatever additional number) of the right Volunteers--of Volunteers for "awesome and complicated responsibility."

This is the central question about the Peace Corps of 1970. There are 20,000 or more jobs waiting for the Volunteers of 1970--jobs requiring imagination, ingenuity, skill, sympathy, and hard work. By then some 50,000 returned Volunteers will be back in America, able to describe the freedom and the frustration of these jobs. Will American higher education in partnership with the Peace Corps be able to supply, train, and professionally support the Volunteers needed by 1970?

The Peace Corps of 1970, like the Peace Corps of 1965, will be a new Peace Corps. With the five-year limit on staff tenure, requested by the Peace Corps and this year adopted by Congress to implement the novel principle of complete agency turnover ("in-up-and-out"), returned Volunteers with first-hand knowledge of the overseas reality will have largely taken over the administration of the Peace Corps. And every year the main body of the Peace Corps changes, as a new and growing half of the Volunteers begin their service. The shape and quality of the Peace Corps therefore depend in great part on who these new Volunteers are and how well prepared they are by the Peace Corps and by American institutions of higher education.

It is also true that the nature of the overseas work in turn shapes the Volunteers and the whole Peace Corps. The Peace Corps is largely the story of a very varied group of human beings, Volunteers and staff from all parts of America and all possible backgrounds, usually with inadequate experience and training, responding relatively successfully to the demands of the situation in which they find themselves. One of the great educative experiences of the Peace Corps takes place, according to Riesman, when a Volunteer is faced with impossible tasks which he discovers are not quite impossible.

As the Peace Corps undertakes new tasks--educational television, for example; or lawyers' programs for justice to the poor; or health programs utilizing doctors, nurses, health educators and liberal arts students--and as it goes to hundreds of new locations, the problem is continually to raise the level of this learning-and-doing: to make it not just adequate but excellent.

To accomplish this the atom of American higher education must be split, so that the full power of faculty and students is released for this new kind of education-in-action. Outstanding men and women now teaching and studying--and the policymakers of outstanding institutions--must "discover" the Peace Corps of 1965 and take responsibility for the Peace Corps of 1970. They must take seriously the extraordinary educational possibilities for them and the Peace Corps and the world inherent in the enterprise. They must take the Peace Corps from the periphery of the University into the center, and take the University out from its campus into the world of the overseas Volunteers.

For American higher education to do this, it must want to move from what John Seeley calls its present collision or flirtation with the Peace Corps into a marriage. Or at least into a more comprehensive partnership. And to want this, it must welcome the "new education" discussed in the papers below by Seeley, Riesman, Sister Jacqueline and Father Hesburgh. It must be willing to close the gap between thought and action, intellectual education and experiential education, education and work. It must see the Peace Corps as a promising way to do this.

Not all parts of American higher education, probably not all parts of any one college or university, are ready for this. Nor are all parts of the Peace Corps--Volunteers or staff-ready. But some are.

Some educators see the 12,000 Volunteers as extension agents of American higher education. They see that the Volunteers in the Dominican Republic learned more about revolution this year than most graduate students learn in years of research. They see that the stretching of sympathies and loyalties and understanding of those nurses in Santo Domingo who chose to stay at their posts in the midst of rebel areas was profoundly educational. They see the lessons in political responsibility learned by Volunteers who chose to criticize American policy publicly and by those who judged and

chose not to speak. They see the political science being practiced by the Volunteer who had worked alongside Dominican community action workers but who could not go with them when they offered him a gun and asked him to fight at the bridge. They see the less dramatic lessons learned about the complexity of change in this changing twentieth century world by the thousands of Volunteers engaged in the daily drudgery of teaching in the classroom or the community. They see that the Volunteers, as Mary Bunting says, "went out ambassadors and came back world citizens."

The new education program should appeal to those who already see this; but it is also designed to make the Peace Corps a more appealing educational model generally. Dr. James Dixon of Antioch College, one of the principal designers of the program, insists that this is the primary problem: for the Peace Corps itself to become a better example of, and to behave more like, the new educational institution it is.

"The Peace Corps must now being to see itself as--and thus to become--from top to bottom, beginning to end, a university," writes John Seeley. It must be a university, he adds, "of the committed," " a university in militance and dispersion," in which "commitment and the examination of commitment and the acting upon it is the context, occasion for and test of learning--and learning is the context, occasion for and test of commitment." From what he has seen of Volunteers, he believes that the Peace Corps "is trembling on the verge of being such a new university," and that "the very forces it has generated demand that it go all the way over; that it become, in effect, the model of a new education, appropriate to the opportunities and problems of this age."

That is an ambitious and precarious undertaking.

The Peace Corps could go too far over in an emphasis on education, to the detriment of the actual work to be done; and universities could extend themselves too far into the field of action. But neither danger is yet in sight.

One of the hotly contested issues inside the Peace Corps has been a conflict between those concerned most with the education of Volunteers and those concerned most with the jobs to be done overseas. This conflict can be resolve through training and education programs that improve the competence of the Volunteers and

the quality of the work they do. The resolution comes from the concept of training and education: three or more months of training in the language, job skills and area knowledge needed, and then continuing education throughout the full two years of service.

Colleges and universities should be able to help the Peace Corps do a better job of the initial training, but they should be even more interested in developing an education program encompassing the whole overseas experience, a program that will make the Volunteers' overseas experience more educational in the full sense.

This new program should be a significant step toward the fulfillment of the original promise of the Peace Corps. "As a high educational venture," Sargent Shriver said in his first report to President Kennedy, "its proper carriers are our traditional institutions of higher education." "It is time," he added then, "for American universities to become truly world universities. They need to expand their horizon--their research and curriculum--to the whole world. The Peace Corps will help them with this transformation."

After four years of trial and error, the Peace Corps is ready to join its strength to that of American higher education in moving ahead with that transformation. And the Peace Corps is itself willing to be transformed in the process.

One caveat should be noted. What follows is no final master plan but an invitation to take the next steps. When one of the educators helping to develop the program spoke of "orchestrating" all this, another consultant, Sister Jacqueline Grennan of Webster College, said she hoped the result would be more of a jazz band than a symphony orchestra. "Whoever directs the thing has got to let the trumpet go if the trumpet makes it," she said.

That is certainly the case. Since the aim is to make the preparation of Volunteers' less like conventional education and more like the complex overseas experience, and since those overseas responsibilities keep changing as the Peace Corps' work extends and unfolds in ever-growing variety, the program must itself keep changing. In fact, there cannot be one "program" but many tentative programs.

When the United States Government decided to build an atomic bomb, it went to several different universities and groups of scientists and empowered them to try different approaches. Several very different ways were tried. If the power of a number of colleges and universities is now to be released and applied to the problem of education in the Peace Corps, there will be many different programs. Can the Peace Corps--can any bureaucracy--tolerate 175 different approaches? asks Sister Jacqueline. Can we really let the trumpet go?

The outline below is designed to encourage just that. We offer a Model T for 1966 in the hope that it will stimulate many other and better models.

We do so in the belief that the trumpet can make it.

## 2. Training We Do Not Want

Three weeks after Transylvania University signs a contract with the Peace Corps, a stream of trainees are met at the local airport by a chartered bus and a bull horn which reminds them not to forget their personal belongings. Two hundred are finally rounded up and assigned alphabetically to dormitories. They are welcomed by Transylvania's Project Director (who doesn't make another appearance for three weeks).

Their day is planned for them from beginning (with mass calisthenics at 7 a.m.) to end. Classes (usually lectures), obeying Parkinson's law, expand to fill all available time.

In "Area Studies," coordinated by an acknowledged expert on a country other than that being studied, there are twelve different lecturers, each of whom repeats much of what the others said.

"American Studies-World Affairs and Communism," known euphemistically as ASWAC, has fourteen guest experts and is generally less stimulating than a game of hopscotch. This portion is "slanted towards a positive view of the United States," says the Project Director, "for we don't want alienated people here.

In Technical Studies (with eleven experts) trainees learn to teach English to beginners although the Peace Corps had programmed the teaching Volunteers for jobs in higher secondary schools. Another portion of the group, trained in community development, is prepared completely in the classroom with the exception of two half-day field trips to the local stockyard and cannery.

Three hundred class hours are spent on the foreign language needed, with the most emphasis upon the language's syntax. No language but English is spoken outside classes or at mealtimes. Conversations with their neighbors will be impossible for most of the Volunteers.

Physical Education is popular with some of the trainees for whom it provides the only escape from Transylvania Hall where they eat, sleep and attend classes. The trainees are talked at and confined to classrooms until they become stupified with verbal ether.

Visitors from Peace Corps/Washington are in and out, each seeking to add emphasis to a different phase of the program. Returned Volunteers on the Transylvania staff, like the students from the host country who are hired for language drill, are not allowed into most of the classes, for fear they might contradict or inhibit the academic experts.

Selection, having started out with a man sent by Peace Corps/Washington who left trainees in fear of their lives, is carried on by a small, nervous, Transylvania-hired Field Assessment Officer with a loud, jump patter that increases the general insecurity. The average trainee is interviewed by Ph. D. psychologists--or graduate assistants--four times in the first five weeks. Several trainees, unaware that they were even in difficulty, are "selected out" after three months of training without knowing in what areas they were supposed to be falling short, and without being told of any process of appeal.

Eventually the group, depleted by 20 per cent, with its original curiosity dampened, and whatever self-reliance, self-discipline and initiative there was somewhat arrested, arrives overseas. There host country officials give them five more days of lectures.

Finally, the Volunteers leave for their assignments, going in most cases to places where no Volunteers have been before. Most of them go by themselves on buses, having been given perhaps one or two contacts in the town or village where they will work, but knowing they must locate their own housing, make their own arrangements for food, buy what they need, and start to work. Two Volunteers are driven to their posts by the Peace Corps Representative, who leaves them off at the outskirts of the small town where they will teach. They areon their own.

* * *

This picture of a training program that could never be considered education is not fiction. It is a composite account of some of our most unsuccessful training programs, taken from the actual words of our own evaluation studies. An analysis of training at one institution was subtitled, "Or the Irrelevance of the Peace Corps."

This dismal picture is, of course, the dark end of the spectrum. From the beginning there have been some outstanding programs put together by universities, even on very short notice. But, despite considerable improvement in training generally, Volunteers in the field regularly make the same complaints. In the October 1965 issue of the Peace Corps Volunteer, Lloyd Morgan, a Volunteer in Tanzania wrote that training seemed designed to produce "bland" Volunteers. In another description of what we do not want, he said that training, as he had seen it:

> "consists of an endless success of classes given for twelve or more hours a day, six days a week, a lack of free time, and a number of oppressive subjects to be mastered. The Volunteer is shuttled from one class to another all day long (this continues unabated for three months). He never has a chance to study on his own, but is spoon-fed at a rate at which he cannot possibly digest. . . Initiative in study is stifled if not officially discouraged.
>
> "If the Trainee questions the worth of this crisis environment and decides not to attend courses he deems silly, irrelevant, or already studied, so he can concentrate on others, he is told to shape up or be 'de-selected.'
>
> "Do you dare speak up? At first maybe, but you soon learn about the psychiatric interviews, peer-nomination forms, and 'de-selection.' These three elements of training combine to form a neo-Orwellian atmosphere. The Trainees refer to it as a fish bowl."

Is this a fair account of even one training program? Could any training institution, in collaboration with the Peace Corps, put on a program so inconsistent with the operating principles of the Peace Corps overseas?

We hope not. But even if this is a caricature, the resemblance is too close for any comfort. Even if, as the next section shows, very considerable progress has been made in many aspects of Peace Corps training in many universities and colleges, the gap

between what Volunteers need and what they get in training is still great. Peace Corps training is not yet what John Seeley's paper says it must be: an example of what we wish to engender, an embodiment of what the Peace Corps stands for, a preparation that will enable a Volunteer to discharge his duty as a strong and autonomous agent.

The training of Volunteers may not generally have been as bad as the above stark examples. But Freud's remark on child-rearing in modern society can be applied to the training of far too many Volunteers: We prepare them for the tropics and send them to the polar ice cap.

For some of the most unstructured jobs in the world, American universities and the Peace Corps have devised some of the most structured training programs. Too often Peace Corps training has been an extension of what is wrong with conventional education, not the beginning of an entirely new kind of education.

Truly adequate preparation may remain practically impossible, as Riesman suggests. But he and the educators who have contributed papers to this booklet and others with first-hand Peace Corps experience have joined in an effort to produce a program that starts in undergraduate years, intensifies while in full-time Peace Corps training, and reaches a climax overseas and thereafter.

This program is designed to reverse the dark picture described above, which was partly a function of the darkness in which the Peace Corps began. No one then knew the overseas reality for which Volunteers should be prepared. With the information now available from the field, with the returning Volunteers and staff, there is no reason why training cannot be directly relevant to the work to be done. Certainly there is no reason for training to stifle initiative or be like an Orwellian fish bowl.

There is on the contrary good reason to try to make training much more relevant and educational. David Schickele, whose insights as a Volunteer at the University of Nigeria are included in the last section, says that most of his first year was wasted by his lack of the vision which a good training program might have given him. If by better preparation and better on-the-job education one green Volunteer can be saved one day's blindness, the effort will be worthwhile.

Yet it should also be added that even the worst training may not really obstruct the learning process inherent in the overseas experience. Schickele says he was more alive intellectually at Nsukka than he was at Swarthmore, due in part to the fact that he worked much harder in Nigeria than he did at college, and to the fact that one learns more from teaching than from studying. "But principally," he writes, "it has to do with the kind of perspective necessary in the teaching of Western literature to a people of a different tradition, and the empathy and curiosity necessary in teaching African literature to Africans. It is always an intellectual experience to cross cultural boundaries."

Even with his severe criticism of Peace Corps training, Schickele in retrospect sees the Peace Corps as a great educational frontier:

> "It is the call to go, not where man has never been before, but where he has lived differently, the call to experience first hand the intricacies of a different culture, to understand from the inside rather than the outside, and to test the limits of one's own way of life against another in the same manner as the original pioneer tested the limits of his endurance against the elements. This is perhaps an impossible ideal, surely impossible in the narrow scope of two years; but it was an adventure, just the same."

Despite the failures here recorded, the Peace Corps is an education, just the same. And it can be a better one.

3. The Education Volunteers Need

The lessons and new lines to be drawn from the Peace Corps' first four years of preparing Volunteers can be summarized:

Instead of Peace Corps training being seen as something that stops at the water's edge when the Volunteers go overseas to work, it will now be seen as just the first step in a continuing education.

Instead of as much information as possible being crammed into the Volunteers' heads during two or three intense months, the training programs will concentrate on starting processes of language learning, area studies, on-the-job apprenticeship, and far-ranging questioning that will continue throughout two years of service.

Instead of training being something that is "done" to or "given" to Volunteers by the Peace Corps or university specialists, it will be something done with them--the beginning of a mutual exploration in which the students soon become teachers and the teachers (whether university faculty or returned Volunteers or staff) remain students.

Instead of one lecture piled on top of another, the academic emphasis will be on seminars and small group discussions. Preferably the classroom will be a roundtable.

Instead of schedules that preclude reading, research or individual field experience more time will be left to the individual. Where necessary, the training period will be lengthened.

Instead of training being available only after college graduation or during the months immediately before overseas service, there will be an expansion of the Advance Training Program for those able to undertake it. Under the program, Volunteers have two or three months' training the summer before they are ready to go overseas; another training period the next summer; with nine months in between during which they can prepare on their own, or with such faculty help as they need and can get.

Instead of little but on-campus education, there will be strong emphasis on field action. Training programs will involve considerable periods of community action, practice teaching or

other work in the slums or rural areas or Job Corps camps in mainland United States or in other cultures such as Puerto Rico, the Virgin Islands, the State of Hawaii, Mexico, Quebec, or Israel. Some programs will take place entirely in these locations.

Instead of lecturers who come from various departments to speak from standard notes and then depart, there will be a specially welded faculty who work together throughout the program, who know the Volunteers, who question and are questioned, who teach.

Instead of returned Peace Corps Volunteers or staff being regarded as interlopers, likely to upset the established area experts by supplying conflicting information, they will be full members of the training faculty, and the latest field information brought by them will be given full attention.

Instead of foreign students or other participants from the host country being restricted to a narrow technical role as "language informants," they, too, will be integrated as members of the faculty, and their broad background will be drawn upon.

Instead of a curriculum of fragmented, compartmentalized components (such as "American Studies," "World Affairs," "Communism," "host country studies," "language and job training," "health" and "Peace Corps Orientation"), there will be an integrated curriculum. Cross-cultural comparative studies will bring some of these components together. Actual Peace Corps case studies will also help. Race here and caste abroad, poverty in Appalachia and in the organization in America and in the new nations will be considered and compared in the context of the problems a Volunteer will face.

Instead of huge programs in which 200 or 300 Volunteers at a time are herded around according to a standardized schedule, training will be in much smaller groups, seldom larger than a hundred, and individual needs and interests will be respected.

Instead of the selection of Volunteers being a threatening shadow that casts a pall over training, there will be emphasis on self-selection, with procedures for faculty participation, full candor with Volunteers about any concerns that arise, and an appeal system for Volunteers who disagree with a selection decision.

Instead of the planning and organization of this being left to the last minute, when it is too late to get the best faculty or to integrate the curriculum, arrangements will be made earlier in the year whenever possible, so that University Training Project Directors can start work in time to produce an excellent program.

Instead of this state-side program being the end of the University's role, it will be only the beginning. The faculty will be invited in various ways to participate in the continuing education of the Volunteers overseas, and the Volunteers will be encouraged to develop appropriate continuing relationships with particular faculty members or colleges and universities.

Instead of the Peace Corps program being educationally on the outskirts of the college or university as just another project of the extension division, it will become more central, involving some of the best teachers on campus. Instead of the overseas education of the Volunteer being seen by the Peace Corps staff as diversive, it will be encouraged and supported.

Instead of all this beginning only during the formal Peace Corps Training Program, preparation for service will begin for many some months or years before--through campus Peace Corps seminars that discuss realistic and provocative case studies, films, or other materials; through courses in a foreign language or foreign society or a pertinent job skill; through work with foreign students or returned Peace Corps Volunteers in the area; or through field experience in American community action or teaching.

And instead of any of this becoming rigid, further ideas for innovation, going over, beyond, behind or beneath all these program elements will be welcomed.

* * *

These new lines and lessons come out of our relative successes as well as failures. A few training programs in their entirety have approached excellence. Many have succeeded in one or another aspect. Looking backward, we can see the progress made and identify the parts which if combined could take Peace Corps training to the higher level that would justify the name "education."

Lead Time. In the last year much longer notice has been given most training programs, with colleges and universities appointing Project Directors well in advance of training. The Task Force and the Training Division are trying to contract for over one-third of next summer's programs during the fall, with most of the rest arranged for shortly after the first of the year.

Year-Round Continuing Training Centers. With eight colleges and universities, annual contracts or other arrangements for a regular stream of trainees have been agreed upon, so that continuing Peace Corps training staffs are developing: at Columbia Teachers College, Dartmouth, UCLA, and the Universities of Hawaii, Wisconsin, New Mexico, Syracuse, and Washington. These centers are beginning to involve some of the best faculty on their campuses, to provide a regular Peace Corps "presence" on campus, and to develop new teaching materials and curriculums for training projects.

Use of Returned Volunteers and Overseas Staff. Last summer some returned Volunteers and a number of overseas Peace Corps staff members were employed on training faculties; the number will increase substantially this year as the pool of returned Volunteers goes up from 3,000 Volunteers to over 10,000. Some of the best parts of training this summer were run by these veterans. One of the best programs to date was at the University of Wisconsin in Milwaukee, where Volunteers for India were trained in a program designed and largely run by ex-Volunteers and staff.

Overseas Experience by Training Faculties. In a variety of ways faculty members are gaining first-hand Peace Corps experience. Project Directors are now being sent overseas to visit the Volunteers on the site and bring back up-to-date information for training. Other members of the faculty are beginning to go to lead completion of service conferences or do special evaluation studies or research. There are now universities, and the number is increasing, which have contracts with the Peace Corps under which they supply representatives who serve overseas on the Peace Corps staff. There are such Congractor's Overseas Representatives providing a variety of professional support, including on-the-job teacher counseling. They provide their universities with valuable information for new training programs, and many are expected to become members of the training faculty upon their return.

Language. In many programs, perhaps now in most, language training is using modern audio-visual methods, with emphasis on working vocabulary and not grammar. In some projects, Volunteers learn the tongue they will need while living or working in a model of an Asian or Latin American village constructed for the purpose of simulation. In others, training actually involves living in Spanish or French or Portuguese speaking communities. Remarkable fluency is increasingly occurring. Volunteers in a recent project for Nepal tested under the Foreign Service examination for proficiency in Nepali attained an average of S- , which is

More important, language learning while overseas is improving as the Peace Corps puts more stress on this and gives Volunteers more support. Volunteers now know that at the end of their service they will be tested and given Foreign Service language ratings. In many projects they are also asked to take this test at the end of their first year. Language workshops and tutorial systems are being organized in most projects.

Making much of this possible is the new teaching material that has been prepared specially for the Peace Corps in a number of little-studies languages such as

Job Practice and Field Experience in America. As overseas Volunteers and Peace Corps evaluators have increasingly stressed the need for more practice teaching or more field experience generally this ingredient has been expanded greatly in a number of training programs. Usually this involves working or teaching in nearby city slums or rural areas. Volunteers who have not encountered the difficulties of teaching or community work in America are in danger of mistaking general human resistance to change as some special host country resistance. Through more field experience here they are able to put their overseas problems in better perspective.

"Cross Cultural" and "Third Country" Experience. From the early days the Peace Corps has conducted its own training programs in Puerto Rico, generally for Volunteers going to Latin America. Now a Peace Corps center has been established in the Virgin Islands for Volunteers to Africa. And more and more American colleges and universities are taking their trainees across cultural borders. The University of Hawaii runs a Peace Corps training village in remote and South Asia-like Wapio valley. A

number of universities have sent Volunteers to work for several weeks on Indian reservations. Two weeks in New Harmony, Indiana, studying the inner-workings of that once experimental community, was a cross-cultural experience for some Volunteers preparing for community action work in

The Peace Corps is now encouraging "third country" training. The latest experiement was sending 83 Volunteers for India to spend four weeks in full-time agricultural work on four kibbutzim in Israel. Earlier this summer, Dartmouth had taken its Advance Training Program for French-speaking Africa to Quebec where Volunteers lived in French-speaking homes and taught French-speaking children. Several universities training Volunteers for Latin America take them to Mexico for several weeks' work in villages.

Volunteers generally consider these experiences the high points of their training.

Host Country Training. This year most of the training for Volunteers going to Turkey took place in Turkey itself, at Robert College in Istanbul and at the Middle East Technical University at Ankara. It is now agreed that a number of Advance Training Programs will hold the final training session in the host country.

Development of a "Faculty." With each training program some one or more instructors or lecturers becomes deeply involved in the Peace Corps. As these and others communicate with the Volunteers overseas, or even visit them, the association has grown. There is now emerging a widespread "Peace Corps faculty" of outstanding men and women who can be called upon to teach in training programs or to serve as visiting philosophers or "professor-coaches" overseas.

Case Studies. Material on overseas Peace Corps experience is now being collected and turned into provocative case studies. Often led by return Volunteers, discussions of these more realistic readings comprise an increasing part of training. A 50-minute experimental training film on the problems of Peace Corps work in India has just been completed.

Seminars. Many colleges and universities have responded to the Volunteers' and the Peace Corps' request for more seminars and less lectures. At St. John's College in Annapolis this summer,

the seminar method was adopted as the principle of the whole program. At the end the Volunteers gave a plaque to the college expressing appreciation for the "St. John's concept of education" which they said had contributed so much to their preparation for India.

Selection. Erring perhaps on the side of caution in its early days, the Peace Corps this year enunciated a policy in favor of the selection of "high-risk, high-gain" Volunteers. The word that the Peace Corps really wants innovators, wants creative and independent Volunteers, wants men and women able to be agents of change has begun to affect the procedures and decisions of Selection Boards in most training programs. The idea of "self-selection" as the primary process, with greater participation by the training faculty in the mutual examination of whether a trainee should go overseas as a Volunteer, has been tried with some success in several programs.

* * *

Looking back over this checklist of essential ingredients of good training, we can see a good distance traveled. But if we look back we will be left behind--by a Peace Corps that continues to extend and expand its demands. And the sad fact remains that the successful parts described above are usually isolated; they almost never come together in one place at one time for one group of Volunteers.

An evaluator of many training programs, himself a former Volunteer, says that the saddest thing about his job is that although Volunteers often point to good aspects of their training, he has not yet met a Volunteer who says the training as a whole was exciting or the experience great. Knowing that most Volunteers will say this of their overseas service, he wants to run an experimental training program in the slums of Harlem, applying the lessons learned, to prove that relevance and excellence in training are possible.

That is what the Education Task Force is commissioned to do for all of Peace Corps training. For this we need the collaboration and leadership of the innovators in American higher education. A Volunteer is asked to extend himself intellectually, morally and physically. This is what must now be asked of American colleges and universities. They are being asked to take down the fences between faculty and student, between town and gown, between the ivory tower and the world. They are being asked to go out in the world with the Volunteers and together learn what needs to be done.

Sargent Shriver tells about the Job Corps' first victory. A young trainee, out of work and off the streets, expecting more of the same confinement he had felt in every other situation and institution, looked around the Job Corps center and asked in amazement: "Where are the fences?"

That is the way a Peace Corps Volunteer feels when the day comes that he starts his overseas job and is on his own. That is the way he should feel from the day he enters a Peace Corps training program.

There are fences, to be sure: limits imposed by the customs and sensitivities of the host countries, limits imposed by the legislation chartering this strange venture. But the confines are not narrow. The Mississippi on which the Volunteers sail is wide indeed.

"And with lots of Jims," said a prospective Volunteer discussing Huckleberry Finn in a St. John's seminar this summer.

"But without the full freedom," another said. "We're hooked up to the shore, to Sargent Shriver and Washington, D. C."

"But with a hell of a lot of lateral freedom," said a third.

They were just guessing, as the Peace Corps and its training institutions were guessing and groping in the beginning. But now the Volunteers who have been there are speaking from experience. "We had great responsibilities--to our students, to one another, to ourselves," wrote a Volunteer who had taught in Ethiopia. "In meeting these responsibilities, we found a kind of freedom greater than any we could have imagined." Dick Lipez wrote that he looked forward to coming home, but "missing," he predicted, would be "a lot of the adventure, a lot of the thrill that none of us will ever be able to live again with such intensity, such freedom."

Why should such freedom and responsibility be missing at home? Why must it wait until a Volunteer starts work overseas? Why cannot the adventure and the education begin the moment a Volunteer comes to a training program?

The river is as wide as the world.

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Sally cc. AS DS
one to HM before he leaves today
Berlin
Jagan

cc. (A.) Harris Hafford (B) AS
Arthur Rourke DS
King Berlin Bosw
PDO (Philippines) Melan
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Peace Corps Training Program:
A Preliminary Proposal for the Philippines
by
David Szanton and Thomas Nowman

This proposal is for the training of sixty-two prospective Peace Corps Volunteers for the elementary coteaching projects in the Philippines. Ideally, the trainees would be limited to one subject matter area (TESL, preferably) and to one dialect region in the Philippines (preferably Cebuano), although some diversification would be possible without radically altering the proposal. A firm distinction must be kept, however, between the elementary and the higher education projects, as the latter require coordination with the Philippines school calendar. This proposal is limited to elementary projects where this kind of coordination is not essential, and is written with the assumption that the ideal conditions will be met (all trainees will be elementary TESL coteachers in Cebuano areas).

We propose to split training into two phases which will be carried out at two different locations. The first will be a short, four-week, stateside program designed to give the general background aspects of training, and the second an eight-week in-country program dealing with the more specific and technical material needed for the Volunteer's particular job. An important feature of our proposal is that the in-country training be delayed until after the Volunteers have been in the field for two months. This differentiates it from previous Peace Corps training that has been done in-country. The following is a broad outline for all phases of the proposed program:

June 17 - July 17 ($4\frac{1}{2}$ weeks): Stateside Training

July 18 - July 25 (1 week): Home Leave ?

July 28 - Aug. 3 (1 week): Orientation in Manila and Provincial Capital

Aug. 4 - Oct. 1 (eight weeks): Field Orientation

Oct. 2 - Nov. 25 (eight weeks): In-country Training

Though each of the phases of training will be discussed separately and in detail below, a few general points need mentioning regarding the proposal as a whole. Since the in-country aspect is perhaps most notable it might be well to set what we consider to be the important advantages of this procedure. One obvious thing is the great opportunity it offers to coordinate training with the actual experiences of Volunteers in the field. For example, trainees may do practice teaching with actual classrooms of Filipino children. Also, the experienced people in the field may be drawn upon directly in staffing, thereby offering an ideal opportunity for the combination of the broader, more theoretical background of "expert" staff personnel with the specific and concrete problems of Volunteers in the field. Furthermore, this arrangement will contribute to the long-range development of the project most efficiently, because it will provide an institutionalized way inwhich we may learn from our mistakes in the field and channel this information directly back to the training of new Volunteers. Finally, in-country training will permit a maximal involvement and participation of host country officials in this important activity, the preparation of volun-

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in our opinion. contribute to the substancial excellence of the training program as a whole.

The delaying of in-country training provides what we feel is an essential ingredient for the success of any preparatory instruction: an apperceptive basis upon which a meaningful training program may be built. Those who have worked overseas have readily noted how much the Volunteer learns in his first two months in the field. Indeed, this usually far exceeds the abstract learning that has occurred in the States. We do not wish to deny that some preparation may be highly effective before a field experience; the fact that we propose to have four weeks of stateside training attests to this. But the bulk of training, especially the more technical and culture-specific aspects, must be given at a time when the volunteer is "trainable", has "gotten his feet wet", and is "asking the right questions".

It is important to note that the effectiveness of this kind of training is not merely a matter of speculation but has a considerable body of experience behind it which indicates that it has and will produce good, if not excellent, results. An examination of the termination interviews of past groups of Philippines Volunteers reveals a sharp break with groups VIII and IX. Whereas previous had presented a rather discouraging picture of the Philippines project, these groups terminated with positive and forward looking interviews. This difference may be largely attributed to the fact that in Northern Luzon with groups VIII and IX certain kinds of in-country job training began to materialize, largely through the efforts of a number of Filipino school officials and individual Volunteers and staff. These early efforts, variously called "workshops" and "institutes", have grown to the point where they are now refered to in the Philippines as "in-country training". We propose to recognize the importance of these programs, incorporate them as part of the regular training of Volunteers, and improve upon them in a variety of ways.

We suggest that a shift of emphasis to in-country training may be a step in the direction indicated by Mr. Schriver when he said that the education of Volunteers must not be seen as stopping with training, but continuing throughout their assignment and even beyond it. If a permanent staff were established in-country it might work, not only on the training of new Volunteers, but on the continuing education of all Volunteers as new and better ideas are developed for doing the job. We suggest, therefore, that the staff created to carry out the proposed in-country training be made permanent in the Philippine Peace Corps organization.

I final note concerns the Tentative Advanced Project Contract Budget included with this proposal. It has been drawn up with the assumption that stateside training would be held here at Chicago. In the event that it were held any other place, the transportation expense estimate would have to be revised to include several trips to that location.

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# Stateside Training

LANGUAGE — The language program will take up by far the largest bloc of time for each of the four weeks of the stateside training. Twenty-one hours a week will be devoted to it. The language program will be directed by ex-Philippine PCVs (probably two) at least one of whom will have spent approximately two years doing graduate studies in linguistics and TESL techniques, and both of whom became fluent in at least one Philippine language while serving as Volunteers. They will be assisted by ten Filipinos who will have groups of six trainees to instruct. Some rotation of teachers is envisaged.

The language study will not be regarded as simply a technical subject for the Volunteers to master, but rather as an integral part of the overall training program, the total PC experience and a primary means of devoping a real understanding of Philippine culture. In order to achieve this trainees will be expected to memorize dialogues which will be specially written to bring out cultural values and a variety of interpersonal relationships. For example, they will deal with exchanges between a teacher and a student, two teachers, a teacher and his principal in private and in front of a group, a supervisor and a teacher, compadres, a mayor and a barrio lieutenant, a volunteer and his co-teacher at different stages of their relationship, the Voluteer and his cook, etc. Some part of the time devoted to language studies may be specifically set aside to discuss the cultural contents of the dialogue, to clarify the value patterns and verbal patterns which characterize these interrelationships.

Learning dialogues, will however, only be a part of the language training and a considerable amount of time, in fact the preponderance, will be spent in practicing sentence patterns, minimal pair and substitution drills. In other words, the trainees will be taught their Philippine language by the same TESL techniques which they will eventually be using to teach English when they get to the Philippines. This is being stressed because it seems relatively clear that people tend to teach as they themselves have been taught. If TESL works, and it certainly seems to, then the trainees themselves should be taught by that method so that they will have an insiders view of its potentials and methods.

In order to be sure that the trainees will be taught by these modern second language techniques it will probably be necessary to assemble the entire language teaching faculty approximately one week before the beginning of the actual training program. This will allow the directors of tha language program to train the Filipino teachers in the method, and also to construct the necessary dialogues.

Such a language training program, using second language techniques and culturally "loaded" dialogues has already been successfully tested with Tagalog at the Ateneo De Manila, and the program can perhaps be largely modeled on their syllabus.

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SEMINARS — The trainees will be divided up into four seminar groups composed of about 15 trainees each. These groups will remain constant throughout the four weeks of the stateside program. Each seminar will be led by a returned PCV, who has for at least one year since his return been doing graduate studies in the social sciences or education. In each case these must be intelligent people, articulate and positive about their own PC experience. His role will be to lead, but not dominate discussion, pose questions about the readings which will be done for each session, and about the ideas and interpretations which the trainees bring to them. Also present in the seminars will be the Filipino language instructors who will be encouraged to participate, though warned not to lecture the trainees. Their presence is considered essential for the information and attitudes they will bring to the sessions, and perhaps more important to demonstrate to the Volunteers the possibility and necessity of working with their host nationals, and not simply on them.

There will be twenty seminar sessions during the course of the four weeks, and a few of these may be led by trainees especially interested in or knowledgable about the topic under discussion. It is hoped that having a group as small as this will encourage everyone to participate in the discussions, but inevitably there will be a few people who remain silent, or nearly so. The seminar leader will be asked to do his best, either in class or out, to encourage the silent member to join in. Undue reticence, bashfullness or inarticulateness may well be a subject discussed in the individual conferences at the end of the second and fourth weeks, though of course it is understood that the seminar situation is but a very distant parallel to a Philippine elementary school.

The contents of the seminars will be designed to help the Volunteer towards an understanding and appreciation of the Philippines, and possible modes of operation within it. To do this it will be necessary to make the trainees more conscious of their own cultural values, attitudes and assumptions than they are likely to be upon arrival at the training site, and then attempt to compare them with traditional and transitional Philippine values, attitudes and assumptions. Obviously, this will not be possible to do with all aspects of Philippine and American culture, and we will therefore focus on the organization of the small town and the role and status of teachers and education in them. Much of the emphasis will be on analysing andunderstanding a community and a school within it so that modern educational techniques may be introduced and adjusted to the local system of values and organization. Inevitably, new techniques of teaching and especially teacher-training may conflict to some extent with local value and behavior patterns, but the emphasis will always be on trying to find alternative modes of operation which will minimize these enervating conflicts, and make the new techniques more plausible and meaningful to teachers and community.

It is assumed that the language program will be of considerable assistence in getting the trainees to see and comprehend the very significant differences between their own verbal, ideational and behavior patterns and those of their host Filipinos. The dialogues they will be learning will deal with school situations, but especially primed

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to demonstrate organizational and interactional patterns with which they will be unfamiliar, and which new Volunteers often misinterprete very badly. The seminars will certainly make use of the very explicit signs of culture in language, which the language program will be emphasizing.

In an attempt to give the trainees some notion of the existence and nature of sub-cultures within our own society, their second weekend will be a field experience in a poor American community. A couple of seminar sessions immediately prior to their field experience will be devoted to analysing small communities in the hope that it will be of aid to them once in the field. Upon their return from the weekend there will be further seminar discussion of the experience

Another set of seminar discussions will be on TESL, in order to give the trainees the basic ideas of the system. They will have been required to read one of the more recent books on the subject, ~~which will hopefully be assent them before training~~ so that discussion may be specific the terminology familiar, and the concepts clear. This is very important because the trainees will be working primarily in the introduction of TESL techniques in the elementary school and should therefore know a little something about it during their two month in-country field experience prior to their actual technical training in TESL.

Along with the general discussion of comparative values, attitudes and modes of operation in the US and the Philippines, larger themes will at least be hinted at, and perhaps made explicit. These will be, for example, revolution vs. evolution, pluralism vs. unity, the individual and society, cultural relativism and the varieties of possible social organization. All this will be pointed towards demonstrating the individuals responsibility for and potential creativity in shaping the society in which he lives. Communism and democracy, productive efficiency and other perhaps more human competing values will also be discussed in these sessions.

It is clear that none of these topics can get the coverage or depth they deserve in five 1½ hour sessions each week. However these same problems will be raised once again during the eight week in-country training program, after the PCVs have had a two months taste of living in a foreign culture.

Attached is a list of some of the readings from which seminar assignments will be chosen. It will no doubt be noticed that many of the contemplated readings on the Philippines are works of fiction and some poetry and plays may also be included. This has been done intentionally, for it is our feeling that significant value patterns and interpersonal relationships are often more clearly communicable in this form than in scholarly treatises. Good discussion of a Philippine novel may illuminate Philippine life, both traditional and modern far better than certain academic analyses of the subject. They certainly give the flavor of the country more readily.

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A partial list of readings from which the seminar assignments will be drawn:

Santos, You Lovely People
Rizal, Noli Me Tangere
Joaquin, The Woman with Two Navels
Gonzales, Children of the Ash Covered Loam
" The Bamboo Dancers
Lynch, Social Acceptance
" Four Readings on Philippine Values
Pascasio, on Philippine language patterns
Wolff, Little Brown Brother
Honthorst, Three Farm Families
Hollensteiner, The Dynamics of Philippine Power
Pal, on aspirations and resources in the rural Philippines
Huke, Shadows on the Land
Manglapus, Collected Speeches
Phelen, Hispanization of the Philippines
Villa, Collected Poems
Marking, Where a Country Begins
Racelis, American Teachers in the Philippines

.....&....., Small Town in Mass Society
Harrington, The Other America
Bell, American Ideology
Silberman, Crisis in Black and White
Conant on the teacher and education in America
Galbraith, American Capitolism
Riesman, selected papers
Alinski, Up From Apathy

Miner, Body Ritual of the Nacirema
Linton, 100% American
Hall, The Silent Language
Lee, Freedom and Culture
Foster, Social Change in Traditional Societies
Bohannon, Return to Laughter
Bates, Where Winter Never Comes
Hauser, The Population Dilemma
AID-MIT Conference on Community Development and National Change, 1957

Textor, Cultural Frontiers of the Peace Corps
Case Studies written by returned Volunteers
Shickle, Right Hand-Left Hand

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LECTURES -- Although the major emphasis will be on discussion of topics, and therefore on the seminar format for going over the necessary material, some lectures do seem to be called for. Specifically, these will be given on the History of Philippine-American Relations, on Philippine History, and on arts of the Philippines, On traditional and modern Philippine Politics and parties, on the organization of the Philippine government and Bureau of Public Schools, on the Language problem in the Philippines, and several other subjects. Hopefully, it will be possible to have the regular faculty of the training program deliver these lectures, though outside experts may also be used. In all cases discssion periods will follow the talks. Two such lectures will be scheduled each week and others may be added if necessary.

MOVIES AND PERFORMANCES -- These will deal with various aspects of life and art in the Philippines and will be part of a general attempt to give the stateside training program at least a flavor of the Philippines. Probably in the context of a "barrio fiesta" there will be at least one performance of Philippine dancing. Whenever possible discussions will follow the movmies of performances to insure their maximum impact.

WEEK-ENDS -- The first weekend should provide the trainees with a general orientation to the program. The organization and contents of the program, along with the underlying philosophy will be discussed with the trainees. All the faculty will be introduced and their functions explaned. Forms will be filled and informal gatherings for faculty and trainees arranged.

The second weekend will see the trainees scattered in poor rural communities within reasonable distance of the training site. They will be expected to spend about 36 hours trying to discover the organization and disorganization, problems and potentials of the communities. It is hoped they will have some sort of gut experience in confronting the culture of poverty and some seminar discussion time will be devoted to priming them for this. Poverty struck rural America is not the Philippines, but some immersion in a "foreign" culture here at home should make them more receptive and sensitive about cultural differences elsewhere.

The third weekend will be devoted to individual conferences in which each trainee will spend at least twenty minutes talking with all the faculty who have had any consistent contact with him. These will be evaluation and problem discussion sessions, to give the trainees some notion of where he stands, what he looks like, and what sort of specific problems and potentials the faculty can see facing him, both here and overseas.

The Fourth weekend will be devoted to Peace Corps and medical orientation, though of course further medical advice will be given on the spot in the Philippines.

The fifth weekend will again be devoted to individual con- with the faculty in the hope of giving the trainee some evaluation of his performance and any advice or guidelines which will be [illegible]

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| 17-19 | 6/24-26 | 7/1-3 | 7/8-10 | 7/15-17 |
|---|---|---|---|---|
| | 2 | 3 | 4 | 5 |
| ram tation | Field Experience in American Poverty | individual conferences | P.C. orientation + Medical | individual Conferences |

| MON | TUES | WED | THURS | FRI | SAT |
|---|---|---|---|---|---|
| B R E A K F A S T | | | | | |
| L A N G U A G E | | | | | |
| S E M I N A R | | | LECTURE | SEMINAR | |
| L U N C H | | | | | |
| L A N G U A G E | | | | | |
| R E A D I N G | | | | | |
| D I N N E R | | | | | |
| ECTURE Discuss. | | MOVIE Discussion | | PERFORMANCE Discussion | |

Hours per week:
Language = 21
Seminar = 7±
Cultural (Movies, Dances Music) = 4



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## In-country Training

As was mentioned above, the in-country phase of training will be delayed until two months after the Volunteers have arrived in the Philippines. This two-month period we have called "field orientation" and it will be viewed as a preparation for in-country training. Volunteers will go to there assignments first as trainees, and local school officials will be asked to help in their orientation. District Supervisors will be asked to assign the Volunteer to work with a few of the best teachers in his District. Volunteers are to observe these teachers, as well as others, and make their first attempts at teaching the children. They will have their first experiences with cross-cultural communication. This period will serve to raise the kinds of problems with which the Volunteer will have to deal, and for which he will be trained. Regular visits to trainees will be made by staff members to help in the definition of these problems, and further readings may be assigned on the technical aspects of the job.

The actual in-country training is described below:

### Location:

It is proposed that this final stage of training be carried out at a site in the Philippines to be chosen on the basis of a number of critera including a) an adequate physical plant, b) the dialect spoken at the site in relation to the dialect areas where the Volunteers will be assigned, c) the availability of resource persons, and d) a general preference for rural as opposed to urban locations.

### Content:

Training in this phase will be concerned with three major areas: technical training, dialect training, and Philippine Culture, Society, and the Volunteer in the Schools. Sixty percent of the total class time will be devoted to the first area (technical training), and the remaining split between the other two.

The specific content of the technical training will vary, of course, depending on the Volunteer's assignment (ie, English or Science, etc.). Generally speaking, it will pick up where the stateside training left off with discussions and demonstrations of the more detailed and technical aspects of teaching, whatever the particular subject matter. Formal presentation of teaching methods and procedures will be given in lectures and demonstrations. Readings in some of the basic texts will supplement this. Most important, a substancial amount of time will be allotted for guided practice teaching in small groups using actual classrooms of Filipino children. These will be led by an experienced critic teacher. Finally, each Volunteer will carry out individual projects, gathering or constructing materials related to a certain teaching problem.

Dialect instruction would be in the language spoken in the Volunteers' communities. The method of instruction used would be essentially the same as

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that which the Volunteers might be expected to use in the schools, giving them the opportunity to experience these methods from the point of view of the learner.

The third area of training, Philippine Culture, Society, and the Volunteer in the School, needs special elaboration. A major aim here will be to present some of the most relevant material from Philippine anthropology and sociology, not merely as abstract concepts, but in the concrete context of actual problems met by Volunteers in the field. For example, the anthropologist's "alliance group" construct may be more meaningful and relevant to the trainees if discussed in relation to the problems these groups create during district level workshops. "SIR" (jargon for Smooth Interpersonal Relations) may be best understood through examples of how this principle of interpersonal relations has caused serious communication problems between district supervisors and PCV's. In this way, it is hoped that important social and cultural dimensions of the Volunteer's job can be analyzed, and the Volunteers made more effective in their approach to local teachers in a way that goes beyond the effectiveness gained from mere technical competence in teaching. To the extent that the Volunteers' job has the characteristics of community development practices this kind of training becomes vital to working out satisfactory methods of operation. It should be noted that this training is likely to be especially effective in view of the fact that the trainees will have been in the field for the two months prededing this phase.

Schedule:

Below is an hourly schedule as it might be worked out for either Science or English trainees. Ample space has been allowed for lesson planning, readings, and work on individual projects.

| | Mon. | Tues. | Wed. | Thurs. | Fri. |
|---|---|---|---|---|---|
| 8:00-10:00 | ---------- | PRACTICE TEACHING | ---------- | ---------- | ---------- |
| 10:30-11:30 | ---------- | LECTURE/DEMONSTRATION | ---------- | ---------- | ---------- |
| | | LUNCH | | | |
| 2:00-3:00 | ---------- | ---------- LANGUAGE | ---------- | ---------- | ---------- |
| 3:00-4:00 | ---------- | ---------- SEMINAR | ---------- | ---------- | ---------- |
| Evening | | | GUEST SPEAKER | | |

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Staffing:

The problem of staffing raises certain questions. Ideally, we would like to see some kind of permanent staff set up to handle all in-country training for new groups as well as continued on-the-job support and education of all PCV's. Experts in the various teaching fields (TESL, Science, etc.) would be needed, and an anthropologist at least on a part time basis. In addition, the broad and theoretical background offered by experts needs to be supplemented with more specific and detailed knowledge of local situations. This kind of knowledge can only be found in experienced Volunteers. These PCV's should be hired by the Peace Corps to stay on for periods from six months to two years specifically to serve on in-country training programs and on-the-job support of Volunteers. If hiring old Volunteers is not possible at this date it would be feasible, though somewhat less desirable, to ask Volunteers to extend their service for the purpose of in-country training.

Staffing for the technical areas of training should not present any great problems. There are currently three CCR's assigned to the Philippines by the Peace Corps in English, Science and Math. These might provide the expert element of the program. Also, there are numerous Filipinos working for the Bureau of Public Schools who could possibly be utilized in the same capacity. Some arrangements would have to be worked out between the Peace Corps and the Philippine government in this regard. It should be noted also that a group of 120 Volunteers will be terminating in August, 1966, and a number of them will have been trained in their speciality fields during the summer of 1965 in the workshops the Philippine project has sponsored for the past two years. We propose to recruit (preferably hire) eight or nine of these terminating Volunteers to provide the bulk of the training staff. Technical training should not present any great difficulties because many precedents have been extablished over the past two years in the above mentioned workshops which have served many of the same functions as our proposed in-country training.

Precedents have also been established for the dialect training aspects. Regional vacation institutes have been run for all of the major dialect groups, and materials and experienced staff personnel should be available. Here also, we propose to have one expert staff member complemented by the necessary Filipino instructors and perhaps an experienced Volunteer.

The third area of training is somewhat of an innovation and will require more study before a definite plan can be laid out. There are two faculty members from local Philippine universities, Fr. Frank Lynch and Fr. Jaime Bulatao, who have been utilized by the Peace Corps for lectures on Philippine society, culture, and personality. It is not unlikely that at least some of their time could be obtained for in-country training. The experienced PCV's would be in a position to present relevant case material for analysis, and they, in combination again with the expert staff, should be able to produce adequate material for fruitful seminar discussion. Finally, this is an area where both of us (Szanton and Newman) have concentrated some effort in our post-graduate studies, and we would undoubtedly be involved in the actual carrying out of this phase of training.

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# Tentative Advanced Project Directors Contract Budget

**Salaries**, 3/4 to Newman, 1/4 to Szanton @ $500/mo. for 6⅔ months, Nov. 15 - June 1, 1966, (half time) .....$3250

**Communications**, telephone and telegrams .....$250

**Transportation**, Domestic:

4 round trips, Chicago to Washington plus 10 days per diem .....~~$622~~ 461.60

1 round trip Chicago to State College, Pa. plus 3 days per diem.....~~$98~~ 102.00

Total, Domestic .....~~$720~~ 563.60

International

3 round trips, Chicago to Manila, with stops at San Jose, California and Hawaii, plus 28 days per diem.....~~$4048~~ 3604.00
(2 trips by Newman, 1 by Szanton)

Total, all transportation .....~~$4768~~ 4167.60

**Stationary**, office supplies .....$100

**Consultants**, one round trip from Cornell, plus ~~three~~ two days perdiem.....~~$112~~ 107.00

one round trip from Palo Alto, California, plus three days per diem ....~~$198~~ 278.90

one round trip from Columbia S.C. plus three days ~~round trip~~ (Chicago)....~~$128~~ 123.40

one round trip from Milwaukee plus one day per diem.....$26

Total, all consultants .....~~$764~~ 535.7

**Secretary**, half time for one month.....$160

**Miscellaneous**, books, mailings to staff, etc .....$150

GRAND TOTAL .....~~$9172~~ $8612

For the period November 15 to June 1, 1966.

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Rec'd 12/8/65

DR
PA
MJ file

# PEACE CORPS

**Washington, D. C. 20525**

December 6, 1965

Mr. Paul Anthony
The Southern Regional Council
5 Forsyth Street
Atlanta, Georgia

Dear Paul:

It seems to me that, in addition to the expertise of the Southern Regional Council, what we need to fully support the central effort of eight to ten weeks of work with rural farmers in South Carolina is a set of professors and tutors with practical experience in Nigerian rural community development with farmers. The three elements, if we are lucky, can blend into a united effort for the summer.

How about having a strategy workshop for planning both a coherent program and search for staff - say in January, after you find your organizer? It could be organized along the following lines: Group A - SRC personnel - you could no doubt move quickly on this; Group B - the professors and tutors with relevant experience with rural southern Negro farmers - you can identify them better than I, although I may be able to help; Group C - those with rural community development experience in Nigeria - I should be able to really help you here. My prime candidate is Ross Blount.

Warren Zeigler, the former Representative in Eastern Nigeria, can provide direct help as a consultant in planning. And a key Nigerian should be brought in. Several Nigerian students and former Volunteers can fill the tutor positions. Michigan State and other academic institutions, with Nigerian farming expertise, should be able to provide some good staff people.

A considerable effort, in terms of research, communications, staff recruiting visits, bringing consultants down to help in curriculum planning, as well as a trip to Nigeria, lies ahead. You should plan your advanced project directors contract to realistically underwrite this effort.

Let me again emphasize that we are more than willing to pay for outstanding staff people and a solid training plan, and we expect you to reach far and wide.

I am looking forward to a visit and the planning, not to mention the live summer effort.

Sincerely,

Roger

Roger Landrum
Special Assistant to
the Director of Training

RL/sf
cc: Scott
Zeigler
Courtney

Peace Corps

VAU
MS-file

December 30, 1965

Attached is a draft of the three opening sections of the proposed Task Force report. The remaining parts will be ready soon. Your suggestions are invited.

Also attached is a list of all the summer training programs so far scheduled, with the tentative plans for them. You will note that there is no distinction on this list between so-called "Excellence" or Task Force programs on the one hand and programs of the Division of University Relations and Training on the other hand. Nor is there any distinction in the planning of these, or any other, training programs. We hope that all will seek to achieve excellence and that all will move in the directions described in the Task Force Report. As Sargent Shriver's August 13th memorandum specified, the Division of University Relations and Training will carry the administrative responsibility for all these programs; the Task Force is a coordinating committee of those responsible for Peace Corps training and education. Together we are trying to carry out the mandate "to work out plans which will move training from a three-month operation to a two- or three-year process of Volunteer education, and to initiate a number of new education programs that will embody and demonstrate these ideas."

Please give us your comments.

Harris Wofford

Harris Wofford

# 1966 TRAINING PROGRAMS AS OF JANUARY 1

| PROJECT | INSTITUTION | TRAINING OFFICER |
|---|---|---|
| **Regular Training** | | |
| 1. India RCA | Williams | Schimmel |
| 2. Iran TEFL | Texas | Hammons |
| 3. Philippines Ed. | San Jose | Freeman |
| 4. Philippines Ed. | Educational Services Inc. | Colmen |
| 5. Ethiopia Ed. | UCLA | Schmick |
| 6. Ethiopia Ed. | Utah | Schmick |
| 7. Francophone TEFL | Oberlin | Hoffman |
| 8. Tanzania Ed. | Syracuse | Schmick |
| 9. Colombia CD | New Mexico | McAhron |
| 10. Costa Rica PE | San Marcos | Woods |
| 11. Honduras CD | Puerto Rico | Hopkins |
| 12. Peru CD | Syracuse | Pagano-Schmick |
| 13. Venezuela CD | Springfield | Woods |
| **Negotiations Underway** | | |
| 1. India Public Health | North Carolina | Bausch |
| 2. Iran Rural Public Works | Industrial Firm | Burns |
| 3. Philippines Ed. | Brandeis | Colmen |
| 4. Turkey RCD | Industrial Firm | Chafkin |
| 5. Turkey TEFL | Occidental, Princeton, Texas | Freeman/Hammons |
| 6. Turkey Child Care | Portland State | Bordie |
| 7. Ethiopia Ed. | Harvard, Educational Services Inc. | Wofford |
| 8. Nigeria Ed. | Morehouse College | Landrum |
| 9. Chile CD | Claremont | Delker |
| 10. Colombia Ag. | New Mexico State | Edwards |

KEY:
RCA -- Rural Community Action
TEFL -- Teaching English as a Foreign Language
Ed. -- Education
CD -- Community Development
PE -- Physical Education
RCD -- Rural Community Development
Ag. -- Agriculture

| PROJECT | INSTITUTION | TRAINING OFFICER |
|---|---|---|
| Advanced Training (Roger Landrum, Coordinator) | | |
| 1. India RCA/Poultry | U. of Wisconsin/Milwaukee | Peterson |
| 2. Philippines Ed. | St. John's College, Annapolis | Schimmel/Peters |
| 3. Francophone TEFL | Dartmouth | Landrum |
| 4. Kenya Ag/RCA | U. of Wisconsin/Milwaukee | Peterson |
| 5. Colombia CD | Antioch | Wofford/Lien |
| 6. Guatemala RCA | Texas Tech | Schwarz |
| Negotiations Underway | | |
| 1. India Public Health | U. of Chicago | Berlew/Briscoe |
| 2. Turkey RCD | Industrial Firm | Chafkin |
| 3. Thailand Ag/CD | Missouri/Hawaii | Ziegenhagen |
| 4. Thailand Ed. | Carleton, Los Angeles State | Freeman |
| 5. Nigeria Ag/RCA | Experiment in International Living | Landrum |
| 6. Chile RCA | Swarthmore | Shakow |
| 7. Bolivia CD | Notre Dame | Lien |
| 8. Peru CD | Berkeley | Sharp |

DRAFT*

# ON A RIVER LARGER THAN THE MISSISSIPPI

The Peace Corps' New Education Program

David Riesman
Sister Jacqueline Grennan
Jacob Klein
Rev. Theodore Hesburgh
John Seeley
David Schickele
Warren Wiggins

and others

Drawings by Osborn

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*This program grows out of the trial-and-error of four years. It takes the whole two-year Peace Corps service as the main educational experience. It seeks to make the prior several months' training period a better preparation for the overseas work. It proposes a continuing and comprehensive relationship with colleges and universities, faculty and students, that will not stop at the water's edge. The Education Task Force invites your comments and participation.

"Learning, then beckons to you . . . (as it did) to Huck Finn and to Jim. Just as they were carried on that raft down the Mississippi, you will be traveling, all by yourselves, on a river much larger than the Mississippi through rain, and dense fog, and brilliant sunshine, free, yet hunted, burdened by your work or the lack of it, accosted perhaps by all kinds of kings and dukes and even some unknown rattlesnakes."

-- Jacob Klein
St. John's College
To Volunteers Leaving for India

"It is the call to go, not where man has never been before, but where he has lived differently, the call to experience first hand the intricacies of a different culture, to understand from the inside rather than the outside. . . . This is perhaps an impossible ideal, surely impossible in the narrow scope of two years; but it was an adventure, just the same."

-- David Schickele
Former Volunteer
at the University of Nigeria

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## I. A CHANGING PEACE CORPS

### 1. Image and Reality: The Peace Corps of 1966 and 1970

As the world goes, the Peace Corps is a success. By 1970, some 50,000 Volunteers will have returned from two years' service in more than 50 countries, and by 1980 that number should total 200,000. Almost every country served has asked for more. Two dozen countries are on the "waiting list." Over 20 countries have organized their own overseas volunteer programs or domestic Peace Corps. The Secretary General of the United Nations, U Thant, has called for the universal adoption of the volunteering idea, so that everyone "will consider that one or two years of work for the cause of development either in a far-away country or in a depressed area of his own community, is a normal part of one's education."

Peace Corps Volunteers would probably agree that they have demonstrated a new form of learning-by-doing, that the kind of work they have done ought to be recognized as part of higher education, and that in going as workers within host country institutions they have stumbled on the secret of overseas success. But they would emphasize the stumbling. Generally, they feel about the Peace Corps what Churchill felt about democracy: It is the worst possible system -- except for all the others.

They are pleased when Assistant Secretary of State Jack Vaughn tells them they have shaken Embassy commissaries "down to the last stalk of bleached asparagus." They liked hearing Secretary of Defense McNamara tell them that they had contributed more to peace than all the three and three-quarters million men of the Defense Department put together.*/ But they know how far they individually fell short -- and how far the Peace Corps as a whole is falling short.

At the end of their service, most Volunteers say that they have made a contribution and that, knowing what they then know, they would do it over again. Yet knowing how far from capacity they operated, they can imagine how much more could have been accomplished if they had been better Volunteers -- if they had been better trained and better supported overseas, if they had learned the local language or the country's culture better, if they had taught or worked better, if they had a better vision of what they were doing.

*/ See Citizen in a Time of Change: The Returned Peace Corps Volunteer, Report of the March 1965 Conference, page 48.

Regretting these lost opportunities, they resent the romantic image of "mud hut success." They know their work is not what the American public thinks it is: it is more and less; not so heroic or full of hardship as pictured, but more practical and educational. What they dislike is this gap between the overseas reality and the domestic image. They want to bring the public's image nearer to the reality, but above all they want that reality to be better. They are not content withthe Peace Corps as it is.

Blocking the realistic appraisal required to make a better Peace Corps in 1966 is the fact that most Americans are back with the Peace Corps of 1961. Born as a symbolic gesture of friendship, an antidote to The Ugly American, the Peace Corps has grown into something more interesting and substantial: into a major instrument of social, economic, and educational development -- of nation-building -- in Asia, Africa, and Latin America.

David Riesman helps to close this gap in the paper included below. "The Peace Corps is no exotic junket, made socially defensible by primarily physical strenuousness," he wrote after meeting Volunteers in Bogota. "What it does is to put people into positions of awesome and complicated responsibility."

Yet this description, too, rings a false note for many -- perhaps most -- Volunteers, who would consider it pretentious to view their workaday lives as shot through with anything awesome or complicated. This is another gap, between the real importance of the Peace Corps and the skeptical view the Volunteers take of their efforts. Confronted with a glorified image, they arm themselves with skepticism. Only after completing their service do many of them embark on a search for the full meaning of their work. During their service they seldom see the almost revolutionary nature of their role -- which may be one of the reasons for their survival in it.

Still, a price is paid for this. Speaking for many Volunteers, David Schickele, who taught at the University of Nigeria, tells how he wasted most of his first year because of lack of vision about his assignment. Many others would say they began with enthusiasm, but lost their purpose and ran down badly during the second year. Tom Newman, back from the Philippines, points out another price being paid by this gap: returned Volunteers would be much more articulate and able to carry more responsibility in shaping the future Peace Corps or in other public affairs if the Peace Corps had helped them articulate their experiences and understand their responsibilities better while overseas.

So the Peace Corps is full of gaps. For almost five years as it has grown to 12,000 Volunteers and accepted responsibilities in some 3,000 locations, it has been creating gaps: gaps in its own operations and understanding of itself, and gaps in the public's understanding. Its relative success may even come out of the tension in these gaps, especially the creative tension in the gap between what it knows it is and what it knows it ought to be.

The Education Task Force was created to help close these gaps; or rather, to serve as a spark-gap: to communicate more accurately what the Peace Corps is, to state what it ought to be, and to connect these poles through new programs of training and education, in the United States and overseas.

The Task Force recognizes the need to describe in detail the scope and significance of the overseas work. This must be done in print and on film, in seminars and conferences, in research studies and professional reports, in articles and books of fiction and non-fiction. Only the profile of today's Peace Corps can be sketched here.

Though the progress Volunteers make is often slow and difficult to see, they are engaged in a process of changing individuals and building institutions which is nevertheless profound and far-reaching. With about 6,000 Volunteers engaged in classroom teaching, at the primary, secondary, and university level, the Peace Corps has made possible a substantial expansion of public education in many countries, especially in Africa. With the other half of the Volunteers engaged in teaching by doing -- in community development, health education, agriculture, and other rural and urban action -- the Peace Corps is involved in promoting fundamental social change, especially in Latin America.

In thus promoting the process of peaceful change Volunteers may be earning the ambitious title that often embarrasses them. For a precondition of world peace in this time of change is the demonstration in every region and society and on the world stage that change is possible without violence. Another way of summarizing the Volunteers' work is in terms of America's first commitment: self-government. The Peace Corps, concludes John Seeley of Brandeis, has a purpose more generous than peace: "The underlying aim seems to be that people should be free." Or in the words of the first Federalist Paper: Volunteers "by their conduct and example" are helping "to decide the important question, whether societies of men are really capable or not of establishing good government from reflection and choice." They are helping the people of the world prove that men are not "forever destined to depend... on accident and force."

Whether Volunteers are teaching in classrooms or working out in the community, and no matter how much they must adjust to the curriculum or programs of the host country institutions, they are still promoting the idea that people should think for themselves, should act on what they believe, should be responsible -- should govern themselves by reflection and choice. They do this in the questions they ask, in the voluntary work they do, in the way they live, in the relationships they enter, in the responsibilities they carry.

"Do you realize the responsibility you have?" asked a high official of one of the six countries where Volunteers comprise nearly half of all qualified secondary school teachers. "The education of our future generation is in your hands. Will you send us the best teachers -- the best Volunteers -- America can provide?"

This question, in one form or another, in one country after another, will be asked more and more seriously: this is a consequence of the Peace Corps' relative success.

There are 20,000 and more jobs waiting for Volunteers with imagination, ingenuity, skill, sympathy, persistence, and readiness for hard work. Will these Americans volunteer? And if they do, will they make their maximum contribution?

The answer depends on how seriously the Peace Corps -- and the colleges and universities -- the students, faculties, and administrations -- take this new responsibility.

The Peace Corps itself must do much more to enhance the Volunteers' experience, to improve the overseas performance, to provide professional support, to plan better programs. President James Dixon of Antioch, one of the designers of the new programs described below, insists that this is the primary problem: for the Peace Corps itself to become a better example of, and to behave more like, the new educational institution it is.*/

Some of this the Peace Corps can do on its own. And some will be done anyway by the logic of events. For the great teacher of the Peace Corps is the overseas work itself. Above all, it is the Volunteer's assignment that shapes him and the Peace Corps.

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*/ See The Peace Corps in an Educating Society, Report of a Conference at Brookings, July 22, 1965, Dr. James Dixon, Chairman.

The Peace Corps is made up of a varied group of Volunteers and staff from all parts of America and all possible backgrounds, usually with limited experience and training, who respond to unpredictable situations. One of the great educative experiences of the Peace Corps takes place, as Riesman notes, when a Volunteer is faced with impossible tasks which he discovers are not quite impossible. As the Peace Corps undertakes new tasks -- educational television, for example; or lawyers' programs for justice to the poor; or health programs utilizing doctors, nurses, health educators, and liberal arts students -- and as it goes to thousands of new teaching or community development locations, the educative experiences will no doubt be extended and deepened.

But to make the Volunteers' performance not just adequate but excellent, to make his experience educational in the full sense, the Peace Corps needs help. It needs help especially from American higher education.

For the Peace Corps is a vehicle whose momentum and direction are largely determined by the people who go into it and by the forces that get behind it. With a growing half of the Volunteers new each year, and most of them coming directly from American colleges and universities, the shape, quality, and spirit of the Peace Corps depends on who these new Volunteers are, and how well they are prepared and supported not only by the Peace Corps but by American institutions of higher education.

To President Kennedy, in his first report on the Peace Corps Sargent Shriver wrote in 1961: "As a high educational venture, its proper carriers are our traditional institutions of higher education." He added:

> "It is time for American universities to become truly world universities. They need to expand their horizon -- their research and curriculum -- to the whole world. The Peace Corps will help them with this transformation."

Since 1961, colleges and universities, on very short notice, have helped the Peace Corps train nearly 20,000 Volunteers for 50 countries. This has, in many places, caused a stretching and building of resources for intercultural education. About half of the first 6,000 returning Volunteers have gone back to universities for further study. Their knowledge of, and interest in, other nations, foreign languages, and the problems of development is no doubt helping expand the horizon of American education.

This mutual help -- and mutual transformation -- of the Peace Corps and American higher education should now lead to a real partnership. Or, as one educator puts it, the Peace Corps and higher education should move from their present collision or flirtation into a marriage. For American colleges and universities to do this, they must "discover" the Peace Corps of 1966 and accept responsibility for the Peace Corps of 1970. They must take seriously the educational possibilities inherent in the enterprise. They must be willing to take the Peace Corps from the periphery of the college and university into the center, and take the college and university out from its campus into the world of overseas Volunteers.

This will involve the closing of one of higher education's own gaps: the gap between thought and action, academic education and experiential education, education and work. It will need to see the fusion of theory and practice that comes in the challenging settings of Peace Corps assignments as one promising way to do this.

Not all parts of American higher education, probably not all parts of any one college or university, are ready for this. But some educators see, for example, that the Volunteers in the Dominican Republic learned about revolution in a manner and with an intensity which will never be offered the normal graduate student in his years of research. They see that the stretching of sympathies and loyalties and understanding of those Volunteers in Santo Domingo who chose to stay at their posts in the midst of rebel areas was profoundly educational. They see the less dramatic lessons learned by all Volunteers about the complexity of twentieth century change and about the varieties of societies that comprise the world community. They see that the Volunteers, as Mary Bunting says, "went out American ambassadors and came back world citizens."

The Peace Corps' new education program is being designed for Volunteers and educators willing to join in this new international education-in-action. It is designed first of all to make the Peace Corps itself a better institution of education and action. But, as John Seeley suggests, it may offer larger possibilites. "The Peace Corps trembles so close on the verge of greatness," says the head of Sociology at Brandies University, "that the very forces it has generated demand that it go all the way over; that it become, in effect, the model of a new education, appropriate to the opportunities and the problems of this age."

Two Caveats. The Peace Corps could go too far over in an emphasis on education, to the detriment of the actual work to be done; and universities could extend themselves too far into the field of action. Neither danger, however, is yet in sight. Better training and education programs are needed to improve the competence of the Volunteers and the quality of the work they do. These programs would start with three or more months of initial training and then continue throughout the full two years of overseas service. Colleges and universities can appropriately help the Peace Corps do the initial training better, but they should be just as interested in developing the continuing education program, a program that will make the Volunteers' whole experience more educational.

What follows is no final master plan but an invitation to take the next steps. When one of the educators helping to develop the program spoke of "orchestrating" all this, another, Sister Jacqueline Grennan of Webster College, said she hoped the result would be more of a jazz band than a symphony orchestra. "Whoever directs the thing has got to let the trumpet go if the trumpet makes it."

Since the aim is to make the preparation of Volunteers less like conventional academic education and more like the complex overseas experience, and since those overseas responsibilities keep changing as the Peace Corps' work unfolds, the program must itself keep changing. In fact, there cannot be one "program" but many tentative programs.

When the United States Government decided to build an atomic bomb, it went to several different universities and groups of scientists and empowered them to try different approaches. Several very different ways were tried. If the power of a number of colleges and universities is now to be released and applied to the problem of education in the Peace Corps -- if the atom of American higher education is to be split for this new kind of international learning-and-doing -- there will have to be many different programs. Can the Peace Corps -- can any bureaucracy -- tolerate 175 different approaches? Can we really let the trumpet go?

The outline below is designed to encourage just that.

## 2. Training No One Wants

Freedom and responsibility: these are what Volunteers generally say they find overseas and like best about the Peace Corps. Few Volunteers say they experienced anything like this in Peace Corps training. Most complain that their training largely failed to prepare them for the overseas opportunity.

Unfortunately, Freud's remark on child-rearing in modern society can be applied to the training of far too many Peace Corps Volunteers: We prepare them for the tropics and send them to the polar ice cap.

For some of the most unstructured jobs in the world, the Peace Corps and American universities have devised some of the most structured training programs. Too often Peace Corps training has been an extension of what is most wrong with conventional education, not the beginning of what turns out overseas to be a new kind of education. It has been academic in the worst sense of the word when the overseas experience is just the opposite of that.

The early deficiencies in training were partly a function of the darkness in which the Peace Corps began. No one then really knew what Volunteers should be prepared for. That excuse is gone. Over 6,000 Volunteers are back after completing two years of service. The program in every country has been evaluated and re-evaluated. With this information available, there is no reason why training cannot be directly relevant to the work to be done.

Progress has been made in making training more practical and pertinent, yet here, as in other areas, the Peace Corps is still far from fulfilling its promise. A recent evaluation of one university's training program was subtitled, "Or the Irrelevance of the Peace Corps."

To describe the training we do not want, the following composite account of unsuccessful training programs has been taken from the actual words of the Peace Corps' own evaluation studies. Although it may seem like a caricature, it is not fiction and cannot yet be forgotten. It is a foil against which future programs should stand in contrast.

* * *

Three weeks after Transylvania University signed a contract with the Peace Corps, a stream of trainees are met at the local airport by a chartered bus and a bull horn which reminds them not to forget their personal belongings. Two hundred are finally rounded up and assigned alphabetically to dormitories. They are welcomed by Transylvania's Project Director (who doesn't make another appearance for three weeks).

Their day is planned for them from beginning (with mass calisthenics at 7 a.m.) to end. Classes (usually lectures), obeying Parkinson's law, expand to fill all available time.

In "Area Studies," coordinated by an acknowledged expert on a country other than that being studied, there are twelve different lecturers, each of whom repeats much of what the others said.

"World Affairs, Communism, and American Studies," known euphemistically as WACAS, has fourteen guest experts and is generally less stimulating than a game of hopscotch. This portion is "slanted towards a positive view of the United States," says the Project Director, "for we don't want alienated people here."

In Technical Studies (with eleven experts) trainees learn to teach English to beginners although the Peace Corps had programmed the teaching Volunteers for jobs in higher secondary schools. Another portion of the group, trained in community development, is prepared completely in the classroom with the exception of two half-day field trips to the local stockyard and cannery.

Two hundred class hours are spent on the foreign language needed, with the most emphasis upon the language's syntax. No language but English is spoken outside classes or at mealtimes. Conversations with their neighbors overseas will be impossible for most of the Volunteers.

Physical Education is popular with some of the trainees for whom it provides the only escape from Transylvania Hall where they eat, sleep and attend classes. The trainees are talked at and confined to classrooms until they become stupified with verbal ether.

Visitors from Peace Corps/Washington are in and out, each seeking to add emphasis to a different phase of the program. Returned Volunteers on the Transylvania staff, like the students from the host country who are hired for language drill, are not allowed into most of the classes, for fear they might contradict or inhibit the academic experts.

Selection, having started out with a man sent by Peace Corps/Washington who left trainees in fear of their lives, is carried on by a small, nervous, Transylvania-hired Field Assessment Officer with a loud, jumpy patter that increases the general insecurity. The average trainee is interviewed by Ph. D. psychologists -- or graduate assistants -- four times in the first five weeks. Several trainees, unaware that they were even in difficulty, are "selected out" after three months of training without knowing in what areas they were supposed to be falling short, and without being told of any process of appeal.

Eventually the group, depleted by 20 per cent, with its original curiosity dampened, and whatever self-reliance, self-discipline and initiative there was somewhat arrested, arrives overseas. There, host country officials give them five more days of lectures.

Finally, the Volunteers leave for their assignments, going in most cases by themselves on buses. Two Volunteers are driven to their posts by the Peace Corps Representative, who leaves them off at the outskirts of the small town where they will teach. They are on their own.

* * *

Such training should not be called "education." Fortunately few programs have been altogether that bad. But it does point to some continuing problems.

Time is one of the worst problems. Because of the need for supplying Volunteers as soon as possible after the request is made, the Peace Corps has given universities very short "lead time" for planning and staffing training programs, and the programs themselves have necessarily been very limited in time. Part of the Peace Corps' success has come from the speed with which it meets requests, unlike some other assistance programs whose pipelines often take two or three years to deliver. Now that many of the teaching, community action and other projects have gone on an annual renewing basis, much more lead time is possible. Training programs have also been lengthened, from 8 to 12 -- now 13 -- weeks, and in the case of Advance Training to 20 or more weeks. But this is still not much time for the Volunteer to learn the language, master a job skill, study the culture, history and problems of the area, and to develop an overall view of the Peace Corps' role.

Because of the importance of language, in most programs the hours of language tutorials have been increased to 250 or 300 or more. Because of the need for greater job skill, the hours of practice teaching or community action experience have been greatly increased. But how much else can be learned in the time left? The dilemma is real: Do you crowd the schedule to an intolerable degree or leave out important aspects of preparation?

There is no easy solution. The role of a teacher in another culture where understanding of one's students and fellow teachers requires cultural knowledge and involvement in the community along with language and professional skills, like the role of a community action worker in another culture, is indeed complicated. Truly adequate preparation for these or other assignments is practically impossible within the time span of a few months.

Time is partly responsible for another common problem: the lack of an integrated training curriculum. Time is required for faculty members to work together to devise courses and interdisciplinary seminars that connect the various subjects. It is possible for studies of a foreign country to be related directly to studies of America, for language studies to be an avenue to larger cultural understanding, for the technical skills to be studied in the context of application in a local community overseas, -- for each training segment to be part of a coherent whole -- but it takes time.

There is a larger problem. An integrated curriculum with an integrated faculty is just one of the ways in which the preparation required goes against the grain of conventional academic education. It is not just the compartmentalization of universities which must be broken down in Peace Corps training; it is the all too widely prevailing practice of one-way instruction by lectures.

This is, of course, a general complaint about higher education. In discovering how to make Peace Corps training an embodiment of what the Peace Corps stands for, a preparation that will better enable a Volunteer to discharge his duty as an autonomous agent of self-government in the world, we may point the way for American education generally.

In any case, the Peace Corps' Education Task Force, with the help of a number of educators who see this as an occasion for educational innovation, has drawn from even the most disappointing experience some tentative lessons and new lines. They can be summarized:

Instead of Peace Corps training stopping at the water's edge when the Volunteers go overseas, it must be seen as just the first step in a continuing education -- an education that began in earlier school years, intensified while in full-time training and comes to a climax overseas and thereafter.

Instead of as much information as possible being crammed into the Volunteers' heads during the initial three months, the training programs must concentrate on starting processes of learning that will continue throughout two years.

Instead of one lecture piled on top of another, the emphasis must be on seminars with trainees, professors, returned Volunteers and foreign participants discussing and questioning around a table.

Instead of schedules that preclude reading, research or individual field work, more time must be left to individual learning, with the training period lengthened, where necessary.

Instead of little but on-campus education, training programs must include considerable periods of community action, practice teaching or other work -- in radically unfamilar environments: in slums or rural areas or Job Corps camps in mainland United States, in other cultures such as Puerto Rico, the Virgin Islands, the State of Hawaii, Mexico, Quebec, or Israel -- or in the host countries themselves -- with some programs taking place entirely in these locations.

Instead of lecturers who come from various departments to speak from standard notes and then depart, there must be a specially welded faculty who help plan the programs, who work together throughout it, who know the Volunteers, who question and are questioned, who teach.

Instead of returned Peace Corps Volunteers or staff being regarded as interlopers, they must be full members of the training faculty with a part in the planning and with other defined responsibilities, and the latest field information brought by them must be given full attention.

Instead of foreign students or other participants from the host country being restricted to a narrow technical role as "language informants," they, too, must be integrated as members of the faculty, and their background drawn out to the fullest extent; and they must be chosen with this in mind.

Instead of a fragmented curriculum, there must be inter-cultural comparative studies of issues such as race here and caste abroad, poverty in Appalachia and in the Andes, the sources of American or Nigerian thought, considered and compared in the context of the problems a Volunteer will face.

Instead of huge programs in which 200 or 300 trainees are herded around according to a standardized schedule, training must be in much smaller groups, seldom larger than a hundred, with individual needs and interests respected, and with trainees participating in some of the decision-making and evaluation of the program.

Instead of the selection of Volunteers casting a pall over training, there must be emphasis on self-selection, with procedures for faculty participation, full candor with trainees about any concerns that arise, and a recognized appeal system for those who disagree with a selection decision.

Instead of the planning and organization of this being left to the last minute, arrangements must be made earlier in the year whenever possible, so that University Training Project Directors can start work in time to produce an excellent program.

Instead of these training institutions being treated like a service station, to which the Peace Corps comes, fills up and drives off, the training program must be only the beginning of the University's role: the faculty must be invited in various ways to participate in the continuing education of the Volunteers overseas, and the Volunteers encouraged to develop continuing relationships with particular faculty members or colleges and universities.

Instead of all this beginning only with these formal training programs, for many Volunteers preparation for service must begin months or years before -- through Peace Corps campus seminars that discuss case studies, films, or other materials; through courses in a foreign language or foreign society or a pertinent job skill; through work with foreign students and returned Peace Corps Volunteers in the area; or through field experience in American community action or teaching.

And instead of any of this becoming rigid, further ideas for innovation must continue to be welcomed.

3. The Education a Volunteer Needs

A newly-arrived young Job Corps trainee, expecting more of the same confinement he had felt in every other situation and institution, looked around the Job Corps center and asked, "Where are the fences?"

That is the way a Peace Corps Volunteer feels when the day comes that he starts his overseas job and is on his own. That is the way he should feel from the day he enters a Peace Corps training program.

There are fences, to be sure: limits imposed by the customs and sensitivities of the host countries, limits imposed by the legislation chartering this strange venture. But the confines are not narrow. The Mississippi on which the Volunteers sail is wide indeed.

"And with lots of Jims," said a prospective Volunteer discussing Huckleberry Finn in a Peace Corps seminar last summer.

"But without the full freedom," another said. "We're hooked up to the shore, to Sargent Shriver and Washington, D. C."

"But with a hell of a lot of lateral freedom," said a third.

If the Peace Corps overseas is in fact a practical education in freedom, if its fundamental purpose is to promote the personal and national autonomy--the growth and development through self-government--of the people served, then Peace Corps training and education programs should themselves so far as possible exemplify that which we wish to engender. They should be as Sister Jacqueline Grennan says in her paper, "education for freedom in the full sense."

They should also be preparation for responsibility. A Volunteer is, indeed, "hooked up", not so much to Washington as to his overseas assignment. And though his amateur spirit and enthusiasm can make an important contribution, professional competence is also required. If a Volunteer is not already professional, he must become so through Peace Corps training and experience.

How much of this education for freedom and responsibility can be done -- or started -- during the initial training programs in the United States? And then what can the Peace Corps and American higher education do to enhance simultaneously the personal growth and the professional performance of Volunteers while they are carrying their responsibilities overseas?

Out of the trial and error of four years we know that both in the initial training and later during the service overseas a lot can be started and done -- and a lot more than has yet been tried.

A Volunteer is asked to extend himself intellectually, morally and physically. American colleges and universities must now be asked to extend themselves -- to take down the fences between faculty and student, between town and gown, between the ivory tower and the world, to go out in the world with the Volunteers and together learn what needs to be done.

Or, as Sister Jacqueline puts it, American higher education and the Peace Corps need most of all programs that help people "learn to learn." It is the learning spirit and the learning process that Volunteers most need.

Since the purpose of education is to spur growth, the purpose of Peace Corps training should be to provide the environment and the tools for growth to people who, by volunteering, have expressed a desire to grow. To do this, the theme of Peace Corps training should be, in the words, of one Volunteer, "Expose and prod, expose and prod, and come to no answers too soon."

This prescription goes beyond reliance on the educational power of the overseas experience by itself. Education in the Peace Corps is not just "experiential"; it is also "dialogical." Volunteers are in a dialogue with the people they serve, with the Peace Corps staff, with each other, with some of the main problems of our time and, in a larger sense, with history. It is this dialogue based on direct experience that makes the educational possibilities so great. The Peace Corps experience must be, as Sister Jacqueline urges, "the fodder of conceptualization, which in turn gives a new leverage on experience." It is, in short, the role of the training and education programs to help the Volunteers understand and make the most of experience.

Some of the ingredients for such programs are already known and can be listed, and some examples of programs with one or more of these ingredients are given below. But these are only parts to be combined in a whole program that must be greater than the sum of its parts -- a whole that truly merits the name "education." For it is education in its full liberal dimension that is required.

By the summer of 1965 a number of training programs had moved toward "dialogical education" through discussion groups often led by returned Volunteers. In one program, for 85 Volunteers preparing at St. John's College to become poultry/community action workers in India, the seminar method was made the main program with the central aim being the "liberal dimension."

"When the Volunteer goes to his overseas assignment, there is no one there to lecture him" said the St. John's syllabus. "This summer's program is a special attempt to move away from separate track, one-way instruction to a program in which trainees read, think, question, and participate instead of just listen... Seminars have replaced lectures; books on India and America, among them epics of the east and west, have become the substance of the seminars."

Along with raising chickens and learning Hindi, the Volunteers in groups of 15 or 20 discussed, among other readings, Gandhi, Nehru, Martin Luther King, Plato, The Federalist Papers, Marx, Mark Twain, Lincoln, David Riesman, the New Testament and the Bhagavad Gita.

The program was perhaps long on conceptualization and short on field action experience in America. (This was remedied in part by six weeks' experience working on agricultural kibbutzim in Israel en route to India, a fortuitous stopover resulting from the Pakistan-India war.) But the seminar processs seemed to work. Many of the Volunteers left for India with the hypothesis that the Peace Corps would be for them a Socratic dialogue, in which they would obey the one rule of a good seminar: to follow the conversation where it leads.

The test will be whether they continue the seminar method overseas, among themselves or with their Indian colleagues, and how useful it is in understanding what they are doing. But observers of this training program agree that at least it did not dampen the Volunteer's natural curiosity; rather, it clearly stimulated a learning spirit. The Volunteers themselves left behind a unique testimonial in the history of Peace Corps training--a plaque that said, "In gratitude for the St. John's concept of education which has made an immeasurable contribution to our training."

In the area where this program was weakest, some others have been strong: in giving practical American field experience. At the University of New Mexico Volunteers training for rural community action in Latin America have spent weeks living in Spanish-speaking villages in the Sierras, doing community work, and discussing it with returned Volunteers on the training staff. Others training at Southern Illinois University have lived too weeks in New Harmony, Indiana, studying the inner workings of that once experimental community -- and they have been invited back after their overseas service to compare their experiences. The Columbia School of Social Work has sent trainees into the urban slums of Spanish Harlem.

Practice teaching has also been increasing in most teacher-training programs. Volunteers have taught in the schools of Atlanta, Harlem, Milwaukee, Syracuse, Berkeley, Los Angeles and other cities.

Volunteers generally rate their field experience or practice teaching as the most relevant part of their training. Without this, those who have not encountered the difficulties of teaching or community work in America are in danger of mistaking general human or bureaucratic resistance to change as some special host country resistance. For many Volunteers who know almost nothing about their own communities these assignments have been valuable also as cross-cultural experiences.

Even more "cross-cultural" has been the experience of the many Volunteers who have trained at the Peace Corps' own Latin American centers in Puerto Rico, and lived and worked on their own out in Puerto Rican communities. Others trained by the University of Hawaii have lived in a simulated Asian village in the remote and South Asia-like Wapio Valley. A number of universities have sent Volunteers to work for several weeks on Indian reservations. The Peace Corps has recently opened a new center for African projects in the Virgin Islands.

"Third-country" training--in Mexican villages, French-speaking Canada, and Israel--has also been successful, and is increasing. Dartmouth takes advanced trainees for French-speaking Africa into Quebec, where the trainees live in French-speaking homes and teach in French in a local school. The advanced training program, which has two summers of training with a school year in between, permits more time for such field action.

Where language is taught intensively and imaginatively, with emphasis on a practical working vocabulary and the newest, audio-lingual methods, the Volunteers have reached high levels of skill. The progress in doing this--for 55 languages, many of which neither the Volunteers nor the training institutions had ever heard of--has been remarkable.

Some of the early programs in Amharic, Turkish, Malay, Thai, Swahili, Farsi, Krio, Nepali, Arabic, Somali, Chinyanja, Tagalog, Hausa, Wolof, Quecha, and the seven main languages of India, to name a few, were inevitably inadequate. In some, which had never been taught in America, texts had to be specially developed. In most languages, special tapes had to be prepared. In many cases, teachers had to be trained or brought from overseas.

The Volunteers are taught in small tutorials, with six or eight in a class, or less; with active relationship between the Volunteers and the foreign language tutors; with integration of language learning and other studies--for example, with vocabulary geared to the job needs of the Volunteers, with lessons in the technical skills written in the foreign language, with physical exercises or games conducted in the language. In learning the language Volunteers are learning the culture to which the language is a key.

One of the most successful ways of starting successful language-learning is through an "immersion environment," which often tries to simulate host country conditions. For example, at the University of Missouri, trainees set up a Nepali House, where they lived for most of their training, speaking only Nepali at meals. They attained the highest language levels of any group to date, with many reaching professional proficiency.

In any case, Volunteers generally soon find themselves in an "immersion environment" overseas. For those where English is a widespread second language or is the language of school teaching, much more overseas assistance in language learning is required. Volunteers now know that at the end of two years they will be tested and given Foreign Service language ratings. In many projects they are also asked to take this standard test at the end of the first year. Language workshops and tutorial systems are now being organized in most projects.

Another outstanding feature of recent University of Missouri training programs is the full participation in the planning of the training by both the returned Volunteers on the staff and the prospective Volunteers. In the Nepali program the trainees spoke through a panchayat, or council, which each week met to appraise the work and join in deciding the plan for the following week. The trainees thus had a major share in shaping the schedule, selecting the topics for discussion and in planning the group's field experience. Trainee

participation in decision-making is also a regular feature of the Puerto Rican training programs.

Such trainee decision-making is still unusual, and no one has yet tried a really unstructured program in which trainees are responsible for developing and carrying out their individual study and work plans, calling on the faculty, and especially the returned Volunteers, as one resource.

The number of programs in which returned Volunteers play a major role, however, is increasing rapidly. One of the pace-setters is the training center at the University of Wisconsin at Milwaukee. A recent India Rural Public Health program there, in which returned Volunteers constituted the main body of administrators and faculty, is considered one of the most successful of all. Returned Volunteers also make up most of the faculty in the Peace Corps' own camps in Puerto Rico and the Virgin Islands.

With the pool of returned Volunteers going above 10,000 by the summer of 1966, the number employed in training programs in 1965 -- about 34 -- should be multiplied. Their use is not, of course, without problems. Leading seminars or discussions is an art which returned Volunteers are not any more likely to possess than most classroom lecturers. To find those with this art or develop it in others, the University of Wisconsin ran a special three day training program for some 250 returned Volunteers who were going to be discussion leaders. If seminars are to be a major part of Peace Corps training, the finding and training of discussion leaders will be essential.

Wisconsin has been able to build a faculty of returned Volunteers and former Peace Corps staff because it has a continuing annual arrangement with the Peace Corps -- as do Columbia Teachers College, Dartmouth, UCLA, and the Universities of Hawaii, New Mexico, Syracuse and Washington. With year-round contracts for a regular stream of trainees, these Peace Corps centers are beginning to involve some of the best faculty on their campuses, to provide a regular Peace Corps "presence" on campus, and to develop new teaching materials and curriculums for training projects.

In these and other training institutions faculty members are more and more gaining first-hand Peace Corps experience. Project Directors are often now sent overseas to visit the Volunteers on the site and bring up-to-date information for training. Other members of the faculty

may go to lead in-service or completion-of-service conferences or do special evaluation studies or research. There are now 21 universities, and the number is increasing, which have contracts with the Peace Corps under which they supply representatives who serve overseas on the Peace Corps staff. There are 31 such "Contractor's Overseas Representatives" providing a variety of professional support, especially on-the-job teacher counseling. They also provide their universities with valuable information for new training programs, and many are expected to become members of the training faculty upon their return.

Training in the host country itself is an even more direct way to ensure the relevance of training, to involve the faculty in the overseas realities, and to integrate both host-country participants and Volunteers on the faculty. In the summer of 1965 most of the training for Volunteers going to Turkey took place in Turkey itself, at Robert College in Istanbul and at the Middle East Technical University at Ankara. It is now agreed that such host country training will be expanded, that most Advance Training Programs will hold the final training session in the host country, and that host country institutions will be involved much more in the whole range of Peace Corps training and education.

From training programs and overseas staff has begun to emerge a kind of "Peace Corps faculty" -- informal and dispersed, but deeply involved in the Volunteers and the work of the Peace Corps. This growing "faculty" can be counted upon not only for training programs and overseas conferences, but for communication with Volunteers, by correspondence and otherwise. Giving advice on job problems and on continuing educational possibilities, they are the "professor coaches" many say the Volunteers most need.

Another way in which "continuing education" is becoming a reality is through the collection and distribution of realistic and provocative materials on the Peace Corps experience: case studies prepared by returned Volunteers and staff; experimental training films (one done in India in 1965, one underway on Nigeria in early 1966); a better selection of books in the "booklocker" of over 200 volumes sent to each Volunteer household. These and other readings are being used increasingly for Volunteer seminars and discussions.

All these are encouraging examples but the problem remains that the successful ingredients described above almost never come together in one place at one time for one group of Volunteers. When it comes, the combination -- but nothing less -- may be John Seeley's "model of a new education" -- a "university in dispersion." It will be the fusion of education and work that many educators seek. Their separation, Seeley reminds us, "is a post-Renaissance heresy. The sickness of education and the sickness of enterprise consist in their separation."

There is cause to hope that the combination -- the fusion -- will come, not here and there but throughout the Peace Corps -- and beyond -- because it has already come, though perhaps belatedly, for some Volunteers. Former Nigeria Volunteer David Schickele tells how the concept of "working effectively overseas" gave way to a concept of "growing responsibly through involvement in overseas service." "Once taken," he writes, "this path becomes lined with crumbled distinctions: sacrifice and reward, work and play, them and us, giving and receiving, teacher and student."

Schickele claims that he was more alive intellectually at Nsukka than at Swarthmore because a Volunteers works harder than a student, because one learns more teaching than studying, and because it is an intellectual experience to cross cultural boundaries. But the learning and the hard work would have come sooner and the intellectual experience have been greater, he believes, if his preparation had been better. His opinion is the Task Force's hope, that the Peace Corps' New Education Program will be worthwhile if one green Volunteer can be saved one day's blindness. And he has put in words what the Education Task Force is discovering and trying to say:

> "The lessons of the last four years lead to a program of total education, a bonding of the active and contemplative in which experience is made meaningful and books become experience. The Task Force is charged with finding the ways to these goals: to help nurture a 'good Volunteer,' who is indistinguishable from a good citizen, indistinguishable from a fully alive person; and by involving the most adventuresome minds and institutions in American education, to help nurture everywhere a more meaningful synthesis of life and learning."

March 11, 1969

Mr. Louis L. Mitchell, Jr.
The Peace Corps
Washington, D. C.

Dear Lou:

Currently somewhere in the machinery is the application from Walter Anderson in Atlanta for Peace Corps employment. Walt is currently employed by Economic Opportunity Atlanta. He is a pretty unorthodox fellow, but also an unusually talented one. If he fits into your scheme of things, I would appreciate your looking at his application.

I still wish you would come visit us one of these days.

Sincerely,

Paul Anthony
Executive Director

PA/nmj
Enclosure

BC: Walt Anderson

July 21, 1961

Mr. John Feild
Executive Director
President's Committee on Equal
Employment Opportunities
Washington 25, D. C.

Dear Mr. Feild:

Enclosed is a study outline for a study of Negro employment in Houston, Atlanta, Chattanooga, and Miami. The work is being done by local groups in each place, and directed by us. We hope to have a publication out some time this fall. There is a lot of enthusiasm, and a fair amount of skill among the groups doing the work. I thought you might be interested in knowing it was underway.

Best wishes,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/sm
Enclosure
cc: Harold Fleming
Robert Troutman, Jr.

U.S.

THE PRESIDENT'S COMMITTEE ON EQUAL EMPLOYMENT OPPORTUNITY
WASHINGTON 25, D.C.
July 25, 1961

JM
SM-file

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Les:

Thank you very much for sending me the study on employment. It looks very promising. I will look forward to receiving the others as they come along.

Sincerely,

John

John G. Feild
Executive Director

File - U.S. market file (?)

August 17, 1961

Mr. John Feild
Executive Director
President's Committee on Equal
Employment Opportunity
Washington, D. C.

Dear Mr. Feild:

We have on file in our Research Department copies of most of the agreements reached between your Committee and industries. We have, however, only a carbon of the Lockheed agreement, and would very much appreciate having several of the mimeographed copies, if you have them available.

Sincerely,

Mrs. Timothy Miller
for the Research Department

mic
new file
U S.

August 17, 1961

Mr. John Feild
Executive Director
President's Committee on Equal
Employment Opportunity
Washington, D. C.

Dear John:

Good to have seen you last week, if only briefly. I stand ready to listen to Robert whenever he calls.

Enclosed is a copy of the statistics which we worked up for him.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/sm
Enclosure

Pending U.S. Govt.

August 28, 1961

The President's Committee On
Equal Employment Opportunity
Washington 25, D. C.

Gentlemen:

We received your Newsletter No. 2, dated July-August, 1961, and find it very interesting.

We would appreciate your sending us another copy of this Newsletter at your earliest convenience.

Sincerely,

Leslie W. Dunbar
Executive Director

mbb

November 17, 1961

Mr. John Feild, Executive Director
President's Committee on Equal Employment
Washington, D. C.

Dear John:

I am enclosing three copies of our report on employment opportunities for Negroes. This has been released for November 19 papers. If you would like additional copies let me know.

I believe I told you we are planning this as one of four similar reports - the second on Miami should be released within a month. These do not purport to be comprehensive surveys. They are intended to portray and illustrate the employment and career prospects facing a Negro in his city.

I would like very much to have your comments and suggestions for improvement for the subsequent ones.

With best wishes,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD;mbb
Enc. -3-

FM
MMB-file

THE PRESIDENT'S COMMITTEE ON EQUAL EMPLOYMENT OPPORTUNITY
WASHINGTON 25, D.C.

21 November 1961

Dear Leslie:

Thank you very much for the reports. They are excellent -- keep them coming.

Sincerely yours,

John

John G. Feild
Executive Director

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta 3, Georgia

November 14, 1962

Mr. John Feild
Executive Director
President's Committee on Equal Employment
Washington, D. C.

Dear John:

We are unhappy to learn that the Urban League's banquet and your appearance in Atlanta comes when the Council is having its annual meeting of the board. Our meeting continues on Tuesday morning through lunch. Should you have the time and the inclination, we would be happy to have you drop by.

Sincerely,

PA:A

Paul Anthony
Executive Assistant

28 February 1963

MEMORANDUM FOR: Honorable Hobart Taylor, Jr.
Executive Vice Chairman

As per your request, I have prepared the following analysis of the Committee experience with the situations described in the Southern Regional Council report concerning Atlanta facilities of Plans for Progress signers.

1. Of the 24 Plans for Progress companies with offices or facilities in Atlanta, the Committee has processed complaints against all but five. Only three Plans for Progress companies, however, have had complaints filed against their Atlanta operations -- Lockheed, General Motors, and Ford. The latter two company situations are presently under review by the compliance staff.

2. Over-all, the Committee has received 461 complaints against 52 Plans for Progress companies. This is about one-third of our total complaints received and involves half of the Plans for Progress signers. The complaints involve 121 contractor facilities in 100 cities in 29 states. Of these complaints, 128 are currently under investigation. Of the cases that have been closed, 72 were closed on technical grounds. Of the 261 cases acted on, 176 or 67 per cent were found to involve discrimination and corrective action was taken.

3. In addition to Plans for Progress companies, the Committee has received complaints against six other contractors in the Atlanta area, Kraft Foods and Hunt Foods being the most important. In addition to complaint actions, it should be pointed out that the Committee has required full compliance surveys involving 19 Plans for Progress signers, six of which were undertaken without reference to complaints but because of specific information supplied the Committee regarding practices at the contractor facility. In addition, a limited number of facilities operated by Plans for Progress signers were included in the pilot compliance review program undertaken last year by the Air Force.

4. It perhaps should be pointed out that only two of the 104 Plans for Progress companies are not government contractors -- National Tea Company and Walgreen Company.

5. The report developed by our own staff, which is attached, provides a further analysis of the varying degree of performance by the Plans for Progress signers facilities in Atlanta. In substance, it confirms the findings of the Southern Regional Council.

6. Surveys of Plans for Progress company performance, such as that involving Atlanta together with the experience of the Committee in its compliance activities sited above, increasingly indicates the need for a systematic review procedure for the Plans for Progress program. As you know it has been the intent of this program that those who participate in it would undertake leadership that would go above and beyond that required by the Executive Order. It was frankly acknowledged, particularly by those multi-plant corporations having facilities and installations in the South, that numerous problem situations existed in different locations and different aspects of their operation. It was also recognized that comprehensive planning would have to include internal management readjustments, including training, would require drastic procedural changes in some instances necessitating changes in union contracts, and finally would require the development of some experience where none or very little had existed prior to this in meeting the many intergroup relations problems involved in such personnel changes. It is quite obvious to those that have watched this program during the past year and a half that the companies involved vary greatly in the degree of expertise that they have brought to their planning. They also vary greatly in the amount and kind of available management experience with the processes involved in bringing about changes of this kind. It has also been obvious that these companies entered this program at different stages in their own policy development, some being very advanced and others less so. Our own attempts to deal with the diversity of performance of the various agencies of the Federal Government itself have provided us with a good object lesson in the difficulties encountered in trying to meaningfully implement an affirmative action program to provide equal opportunity in widely scattered facilities.

7. You are aware that the statistical tools used to review the employment status of Plans for Progress companies need to be improved. Steps are already under way to accomplish this.

8. I am firmly convinced that further efforts to sign up new companies into the Plans for Progress program should be suspended until the experience with the present program has matured, until more experience has been gained, and most important until that experience can be made the basis for developing the kind of model program which would represent the most successful approaches devised by the current participants. To accomplish this, I believe that a working committee composed of the representatives of the companies involved (I would suggest six or seven companies ranging from very high performers such as Lockheed to very limited performers) should meet with a representative subcommittee of our full Committee which would include both agency and citizen members.

9. I am convinced there is no longer any need for a separate Plans for Progress staff and that continuation of Plans for Progress activities in Atlanta, Georgia, will be a source of further criticism and suspicion. It is quite clear that review of Plans for Progress companies' performance should be assigned directly to the contracting agencies who now have available qualified specialist personnel who could provide these companies with the technical assistance they may need, in a manner completely consistent with the spirit of the Plans for Progress program and at the same time fully compatible with the requirements expected of all other government contractors. This step will, I believe, do much to offset a continuing suspicion that the "special treatment" being given Plans for Progress signers somehow means they are "exempt" from compliance.

I am confident that the information contained in this memorandum, together with some affirmative support for the recommendations contained herein, would become an effective basis for building good support for the Plans for Progress

program. Any attempt to deny the shortcomings evident in the Atlanta situation or merely continuing the Plans for Progress program on the basis that it now exists would not only not resolve this situation but would result in further criticism. I believe we have the means to take advantage of this situation in a constructive way.

John G. Feild
Executive Director

JGF:las

February 28, 1963

MEMORANDUM

TO: Hobart Taylor

FROM: John G. Feild

SUBJECT: Atlanta Plans for Progress - Southern Regional Council Report

At your recent request, the following report is submitted. It is divided into sections A, B, and C.

A, Conclusions and Evaluations; B, Brief Company Synopses; C, Documentation, Data, Etc. (Section C is not included with this interim report. It will be submitted this week upon completion.)

Introduction.

The Southern Regional Council report entitled "Plans for Progress--Atlanta Survey," published January, 1963, was compiled and written by Mr. Fred Powledge, as a free-lance report for S.R.C.

Mr. Powledge is a reported for the Atlanta Journal-Constitution, presently assigned to race relations and the Georgia Senate. He has been with the Journal for 8 years since graduation and writes daily byline stories plus features and news analyses.

Mr. Powledge informed the staff that approximately half of his interviews were conducted in person and that the remainder were performed by telephone (identification as known in section C". He furnished copies of his notes of these interviews as identified in section "C."

Some of the quotations he obtained indicating substantial areas of noncompliance and lack of implementation of the Plans for

Progress were not printed in the report.

It should be noted that the coverage of the 24 corporations identified in the SRC report, because of distances, time, and individual corporate structures, has been confined to interview with local corporate responsible heads, ~~and~~ is not thoroughly documented with company records and/or collaborative interviews or documents.

Seventeen of the 24 were contacted during this visit: AMF, Collins Radio, Minneapolis-Honeywell, Kaiser, General Electric, were not contacted because of schedule conflict or lack of time; the Detroit office of General Motors refused local interviews until the SRC report was received and reviewed at corporate level; and Ford is being contacted by Department of the Army because its previously scheduled visit relative to complaints and compliance.

## SECTION A -- CONCLUSIONS AND EVALUATIONS

I. The basic evaluations and facts from the interviews conducted by SRC have been substantiated by this review.

II. There is a sufficient breakdown at the local level of responsibility for implementation of Plans for Progress and necessary compliance to warrant serious considerations for remedial action.

III. This breakdown is not universally attributed to corporate noninterest or inaction, but, rather, appears to rest on local interpretation of responsibilities and managerial latitude.

IV. There is a sufficiently widespread misconception or misinformation or misinterpretation as to the responsibilities of implementation under the Executive Order and/or Plans for Progress to be a matter of serious concern.

V. The review disclosed local facilities that are in non-compliance with the Executive Order, and subject to corrective action.

SECTION B -- This section consists of a brief synopsis of information obtained. The details are in Section "C".

GARRETT CORPORATION

1. Function:

Sales and service

2. District:

Nine Southeastern states

3. Branches:

None

4. Workforce:

14

4 sales engineers

4 field service

6 clerical

5. Level of Hiring Since Signing Plans for Progress:

Three clerical hires in past two years

6. Current Minority Group Employment:

None

7. Hiring and Recruitment Responsibility and Practices:

Sales and field service personnel recruited and hired through home office. Clerical hired at local level; recruited through newspaper advertisements, local business colleges.. Local management assists corporate recruitment teams in area college recruitment.

8. Upgrading:

None

9. Minority Group Community Contacts:

None

10. Plans for Progress Implementation:

Attended management briefing in 1962.

Receives news bulletins.

11. Staff Evaluation:

Has a basic understanding of the Executive Order and Plans for Progress. Has utilized only traditional sources for clerical hiring.

GENERAL DYNAMICS CORPORATION

1. Function:

Sales and Service of Industrial Sound Equipment

2. District:

State of Georgia

3. Branches:

None

4. Workforce:

11

Managerial and Sales: 6

Service and Installation: 1

Clerical: 1

5. Level of Hiring Since Signing Plans for Progress:

Two sales persons hired; est. 1 svc. man

6. Current Minority Group Deployment:

No minority employment

7. Hiring and Recruitment Responsibility and Practices:

Branch manager hires clerical personnel, approves hiring of service personnel selected by service manager; screens and approves applicants for sales positions. Final authority for hiring of sales personnel at home office.

8. Upgrading:

None

9. Minority Group Community Contacts:

None

10. Plans for Progress Implementation:

Manager is aware of Plans for Progress.

States that he has received company correspondence relative to EEO, but was unable to locate it.

11. Staff Evaluation

Other than a vague awareness of the existence of Plans for Progress, the person interviewed had no idea of what was entailed in implementation. No action taken to depart from a traditional hiring pattern.

GOODYEAR TIRE AND RUBBER COMPANY

1. Function:

Regional Sales Office

2. District:

Georgia, Alabama, Ohio, Florida, Tennessee, Virginia, North Carolina, South Carolina, Kentucky

3. Branches:

9 (20% company owned stores)

4. Workforce:

2,000

| | |
|---|---|
| District and Regional Offices | 500 |
| Stores | 1,500 |

5. Level of Hiring Since Signing Plans for Progress:

Constant turnover in stores. Less in regional and district offices; no figures.

6. Current Minority Group Employment:

4 Salesmen; total to be submitted.

7. Hiring and Recruitment Responsibility and Practices:

Local store managers have full authority to hire janitorial and service (tire changers, etc.) personnel. Store sales, clerical, and managerial personnel are screened by managers; District Managers approve hires. Personnel for divisional and regional offices are hired by management of these offices; complete authority for clerical and administrative personnel—regional manager approves sales and managerial personnel.

At local stores, recruiting is performed through state and private employment services, employee referral, and walk ins. Practices vary with each location. The company "assumes that local managers have copies of Plans for Progress."

8. Upgrading:

Little apparent upgrading of current Negro employees.

9. Minority Group Community Contacts:

Recruits from some Negro colleges

10. Plans for Progress Implementation:

Management is aware of corporate program. Makes periodic reports to home office concerning placement of Negro applicants in non-traditional job categories.

11. Staff Evaluation:

The person interviewed did not appear to be exercising any initiative toward affirmative implementation of the company's commitments. There seemed to be little effective transmittal of corporate policies into practice at the local level. No active efforts to establish communication with minority group community in this area. Other than sales positions in areas heavily populated by Negroes, no apparent efforts to alter traditional hiring patterns.

PAN AMERICAN AIRWAYS, INC.

1. Function:

Sales

2. District:

Ga., S.C., N.C., Eastern Tennessee

3. Branches:

None

4. Workforce:

16

2 sales (male--field contact)

1 reservation supervisor

1 clerical

1 cashier

5 reservations agents (1 male, 4 female) telephone contact

5. Level of Hiring Since Signing Plans for Progress:

3 hires in last year--replacements

6. Current Minority Group Employment:

None

7. Hiring and Recruitment Responsibility and Practices:

District sales manager has authority and responsibility for all but sales representatives. Sales reps recruited and hired by home office. Private employment agencies are primary source for local recruitment; no local newspaper advertising performed. However, during the past year, of the three employees hired, one was obtained through a private agency, another

recruited from a competitor (Delta), and the third through employee referral.

8. Upgrading:

None

9. Minority Group Community Contacts:

None

10. Plans for Progress Implementation:

Has received a letter from corporate personnel manager, dated February 27, 1962, concerning Plans for Progress. Was unable to identify any specific steps taken as a result.

11. Staff Evaluation:

Local managerial understanding and implementation extends to pro forma obligations. Recruitment sources and community relations have not been developed. There is no indication of understanding of responsibilities and obligations.

RADIO CORPORATION OF AMERICA

1. Function:

Sales and Service

2. District:

Eight Southeastern states

3. Branches:

Service outlets located in all eight states

4. Workforce:

471 plus (This figure the employment in service branches)

5. Level of Hiring Since Signing Plans for Progress:

Unknown: Reported "no hires in a long time."

6. Current Minority Group Employment:

No skilled, sales, or clerical. Unskilled or janitorial, unknown.

7. Hiring and Recruitment Responsibility and Practices:

Local responsibility for hiring subject to supervisory review for hiring other than sales; corporate office handles sales and recruiting.

Local management recruits primarily through employee referral and private employment services. College recruitment at corporate level; scope unknown at this level. Technicians recruited through newspaper advertisement.

8. Unrulings:

None

9. Minority Group Community Contacts:

Reported attending Morehouse College meeting for purposes of public relations prior to signing of Plans for Progress. No other such contacts.

10. Plans for Progress Implementation:

Local management has attended company discussions of Plans for Progress commitments. Branch supervisory personnel have corporate supervisory guide containing EEO information.

11. Staff Evaluation:

There is general understanding of the generalized Plans for Progress program with inadequate implementation. There is also the same understanding concerning the Executive Order. Local corporate management has not been effective.

RAYTHEON CORPORATION

1. Function:

Sales

2. District:

Southeastern states

3. Branches:

None

4. Workforce:

3 (The workforce consists of one woman, who, as office manager, services the operations of the other two employees, both of whom are sales managers of separate divisions of the company.)

5. Level of Hiring Since Signing Plans for Progress:

None

6. Current Minority Group Employment:

None

7. Hiring and Recruitment Responsibility and Practices:

None--No hiring performed; no responsibility for hiring.

8. Upgrading:

None

9. Minority Group Community Contacts:

None

10. Plans for Progress Implementation:

None

11. Staff Evaluation:

Persons interviewed were generally unaware even of the term "Plans for Progress." The

office manager was conversant with the term as a result of the SRC interview.

THOMPSON-RAMO-WOOLDRIDGE

1. Function:

Sales engineering of computer systems

2. District:

Seven Southeastern states

3. Branches:

None

4. Workforce:

2

1 Regional Sales Manager

1 Secretary

5. Level of Hiring Since Signing Plans for Progress:

None (Company is in process of recruiting an additional salesman)

6. Current Minority Group Employment:

None

7. Hiring and Recruitment Responsibility and Practices:

Local manager recruits and screens applicants; home office gives final approval

8. Upgrading:

None

9. Minority Group Community Contacts:

None

10. Plans for Progress Implementation:

None

11. Staff Evaluation:

Local manager was largely unaware of company's commitments under the Executive Order and Plans for Progress. Has placed advertisements not using EEO statement.

WESTERN ELECTRIC CORPORATION

1. Function:

Distribution and Repair of Telephone Equipment

2. District:

Services Southern Bell in Georgia and Alabama; AT&T in North and South Carolina

3. Branches:

None

4. Workforce:

456

171 salaried

285 hourly

5. Level of Hiring Since Signing Plans for Progress:

Normal replacement of low turnover.

Currently on layoff status.

6. Current Minority Group Employment:

14

1 salaried

1 mechanical maintenance

12 production

7. Hiring and Recruitment Responsibility and Practices:

With the exception of some technical personnel hired through corporate recruitment activities, all perso-nel are hired by the manager. Practically all employees are recruited through employee referral or walk-in applications. Some college recruitment for this office is done at Georgia Tech.

8. Upgrading:

Promotion is governed by collective bargaining agreement. Eleven of the 14 Negro employees have been upgraded from Janitorial jobs since the company signed Plans for Progress.

9. Minority Group Community Contacts:

Extensive contacts with minority community, especially through Urban League.

10. Plans for Progress Implementation:

The company has sought sources for recruitment of minority group applicants, established contact and working relationships with minority group agencies, has desegregated all facilities, has upgraded Negro employees based upon merit, has negotiated inclusion of nondiscrimination clause in its collective bargaining agreement.

11. Staff Evaluation:

Person interviewed gave the impression that he and his company are seriously interested in affirmatively complying with the Executive Order. He recounted results of specific action rather than premises. His knowledge of the company's commitments and the requirements of the Executive Order and his Plans for Progress was impressive.

WESTINGHOUSE ELECTRIC COMPANY

1. Function:

Sales and Service, Manufacturing through Subsidiary company

2. District:

Eight Southeastern states

3. Branches:

20 separate divisions, each with separate branch offices

4. Workforce:

Approximately 900

646 salaried

250 hourly

5. Level of Hiring Since Signing Plans for Progress:

Turnover very low due to economy measures.

Clerical turnover only 6-8 in past two years.

6. Current Minority Group Employment:

Approximately 48.

Primarily janitorial, and warehouse laborers; 1 mail clerk.

7. Hiring and Recruitment Responsibility and Practices:

All college recruitment performed through home office.

Clerical and hourly labor recruited locally by each division. Division heads have responsibility for hiring. Most used source is employee referral. Occasionally private employment services are used.

9. Minority Group Community Contacts:

None

10. Plans for Progress Implementation:

Management generally aware of Plans for Progress

11. Staff Evaluation:

Compliance and implementation of the Plans for Progress commitment will result only through strong action from the corporate home office. The person interviewed, a corporate vice-president, is obviously antagonistic to the principles of EEO. In view of his strong influence over the activities of the twenty-odd divisions, especially in matters of corporate policy such as Plans for Progress, little or no corrective action has been taken. High officials are unaware even of the necessity of placing an EEO statement in advertisements.

# INTERNATIONAL HARVESTER

1. **Function:**

   District Motor Truck Sales and Service

2. **District:**

   Portions of Tennessee, Georgia, and South Carolina

3. **Branches:**

   4

4. **Workforce:**

   200

   District Personnel (Managers and Technical Representatives) 40

   Personnel (Approximately) 160

5. **Level of Hiring Since Signing Plans for Progress:**

   Sales, Office, and Managerial turnover during past year -- 6; Shop Personnel (Mechanics and Helpers) constant, moderate turnover.

6. **Current Minority Group Employment:**

   9

   6 janitors

   3 mechanics' helpers

7. **Hiring and recruitment Responsibility and Practices:**

   Branch managers responsible for shop, janitorial, clerical, and administrative personnel at their

levels - selection authority delegated to section (shop, parts, etc.) managers.

Sales and district personnel hired by district manager with approval of Regional manager.

Employee referral and newspaper advertisements utilized for shop personnel. Clerical and some sales personnel recruited through state and private employment services. District manager recruits some district personnel through Georgia Tech. Local high schools have been used as sources for low skill clerical applicants -- Negro schools not visited.

8. Upgrading:

Upgrading of shop personnel covered by collective bargaining agreements. No apparent upgrading of existing minority group employees.

9. Minority Group Community Contacts:

None

10. Plans for Progress Implementation:

Employees notified in writing of company policy; this periodically reiterated at local level. Recruitment sources notified of equal employment opportunity policy. Equal employment opportunity statement in ads. Management is periodically visited by corporate

officials regarding equal employment opportunity. Collective bargaining agreements contain nondiscrimination clause. Management meetings cover policy.

11. **Staff Evaluation:**

Impression given by person interviewed was one of antagonism to Plans for Progress. Management at division level apparently will cary out formal aspects of Plans committments such as written notification of sources and employees, but no actual progress to alter traditional pattern of hiring. No apparent affirmative action at local level over and above that absolutely necessary as a result of corporate directive.

LOCKHEED AIRCRAFT

1. Function:

Aircraft manufacture

2. District:

Not applicable

3. Branches:

Not applicable

4. Workforce:

Approximately 15,000. For breakdown, see Plans for Progress Self Analysis Questionnaire of January, 1963

5. Level of Hiring Since Signing Plans for Progress:

Reached peak employment in 1956 (Approx. 20,000) 1960 was lowest period (10,000, with 5,800 on recall). Practically no recall list currently.

6. Current Minority Group Employment:

See Self Analysis Questionnaire of January 1963.

7. Hiring and Recruitment Responsibility and Practices:

Local management responsible for all hires. Utilizes the following recruitment sources: Colleges, Urban League, YMCA, YWCA, State Employment Service, Local high schools, National magazines, Newspapers, including Negro Press, business schools, walk-ins.

8. Upgrading:

Has formalized programs of apprenticeship, co-op engineering plan, college faculty association plan, on-the-job training, and other company operated preparation courses.

9. Minority Group Community Contacts:

Broad minority group contacts as identified under recruitment sources (above).

10. Plans for Progress Implementation:

Extensive and detailed implementation of company's commitments under Plans for Progress

11. Staff Evaluation:

There is a broad understanding of the Plans for Progress and a sincere effort to effectively carry out the company's commitments.

# HERCULES POWDER COMPANY

1. **Function:**

Sales

2. **District:**

Eleven Southern States

3. **Branches:**

See Appendix "C"

4. **Workforce:**

30

21 Sales

9 Clerical

5. **Level of Hiring Since Signing Plans for Progress:**

No sales hires in past year. 1 clerical.

6. **Current Minority Group Employment:**

None

7. **Hiring and Recruitment Responsibility and Practices:**

Sales representatives hired through home office in Wilmington, Delaware through college recruitment.

Clerical personnel hired through state and private employment agencies, and through newspaper advertisements.

8. **Upgrading:**

None

9. **Minority Group Community Contacts:**

None

10. **Plans for Progress Implementation:**

Have received a memorandum from home office, dated January 1, 1962. Article printed in company magazine in April, 1962. Management understands necessity for submission of "Self Analysis Questionnaire bi-annually.

11. **Staff Evaluation:**

There is a general understanding of responsibilities, but inadequate implementation. An an example, private employment agencies utilized by this company do not refer on a nondiscriminatory basis; community contacts have not been established, etc.

PHILCO CORPORATION

1. Function:

Sales

2. District:

8 Southeastern states

3. Branches:

8

4. Workforce:

13

| | |
|---|---|
| Salesmen | 8 |
| Field service engineers | 4 |
| Secretary | 1 |

5. Level of Hiring Since Signing Plans for Progress:

No hires in past 8 years

6. Current Minority Group Employment:

None

7. Hiring and Recruitment Responsibility and Practices:

Regional manager and general salesmanager responsible for all hires. Recruit through the trade for sales and engineering personnel

8. Upgrading:

None

9. Minority Group Community Contacts:

None

10. **Plans for Progress Implementation:**

None

11. **Staff Evaluation:**

Regional manager did not know of Plans for Progress or the Executive Order. He asked for a copy of the Plans for Progress signed by Philco.

# CONTINENTAL MOTORS

1. **Function:**

Sales and Service

2. **District:**

Nine Southeastern States

3. **Branches:**

None

4. **Workforce:**

31

6 sales and service
9 warehouse
14 clerical
2 unskilled labor

5. **Level of Hiring since signing Plans:**

5 hires in past 2 years

6. **Current minority group employment:**

2 (unskilled labor)

7. **Hiring and Recruitment Responsibility and Practices:**

Local manager has exclusive authority for hiring. Utilizes state employme nt service and walk-in applications.

No advertisement. No college recruitment.

8. **Upgrading:**

None

10. **Plans for Progress Implementation:**

None - Management could not recall anything concerning Plans for Progress or Executive Order; stated that the only reason " I keep 'em here is to have 'em on the record and show I like these colored folks".

11. **Staff Evaluation:**

The company is out of compliance. There is no understanding of the PfP and no intent or desire to comply with the Executive Order.

## INTERNATIONAL BUSINESS MACHINES

1. **Function:**

Sales and Service Engineering

2. **District:**

Georgia, Florida, South Carolina, East Tennessee

3. **Branches:**

11 (Plus 8 sub-offices) (18 regional locations)

4. **Workforce:**

Estimated 1750

1400 Data Processing

100 Typewriting

250 Clerical (Estimate 10-40 per branch)

5. **Level of Hiring Since Signing Plans for Progress:**

Fairly constant increase.

6. **Current Minority Group Employment:**

In the Atlanta office, four Negro males are employed. Two are clerical and two in building service.

Will furnish detailed report by mail within 7 - 10 days.

7. **Hiring and Recruitment Responsibility and Practices:**

Branch managers have primary responsibility for hires and for implementation of personnel procedures.

Sources of recruitment - Newspaper advertisement, college recruitment. Very small utilization

of state or private employment agencies.

8. Upgrading:

In Atlanta office, building service employee for 15 years with high school education, has been upgraded from janitor to clerical. Detailed data will be furnished with the workforce breakdown mentioned above.

9. Minority Group Community Contacts:

Primary contacts with Urban League and with Negro colleges.

10. Plans for Progress Implementation:

In 1962, 53 Negroes interviewed for employment -- were referrals by Urban League and Atlanta University system. Two were hired.

In 1963, 39 Negro applicants have thus far been interviewed -- referred by Atlanta University system and Ft. Valley College. Analysis of qualifications of these persons not yet complete.

Company has strongly worded directions and instructions from corporate headquarters, with periodic reports of progress required of all branches to home office.

11. **Staff Evaluation:**

IBM is making a sincere, conscientious effort to affirmatively carry out its commitments under the Executive Order and Plans for Progress.

SECTION "C"

**BURROUGHS CORPORATION:** 961 West Peachtree Street, N. E.

Person Interviewed: Mr. H. A. Mullen, District Manager

Date Interviewed: February 27, 1963

A. **Notes of Mr. Fred Pewledge:**

"Mr. H. A. Mullen said that 'The ads stress Equal Employment opportunity, but few answer; even if one would apply, he would receive the same attention'. They have a sales force of about 100, and employ one Negro janitor."

B. **Evaluative Notes from Staff Interview:**

Mr. Mullen stated "All department heads were advised of the Plans for Progress. I think this letter came from the president -- I think it was posted on the bulletin board, and I think they were given it to read."

When asked what he had done to implement the Plan, he replied "We just made the letter known."

Mr. Mullen has not made any contact as provided for in the Plans for Progress, with any community minority groups or high schools.

Only white private employment agencies appear to be used. He stated, "I think some Negro agencies got us on the list - might circulate us." Recruitment sources have not been

notified of Equal Employment Opportunity.

It was evident that Mr. Mullen blames the lack of minority employment upon failure of Negroes to apply. He did not have an understanding of his responsibility under the Plans for Progress to affirmatively recruit.

**CHRYSLER CORPORATION:** 2930 Forest Hills Drive, S. W.

Person Interviewed: Mr. E. J. Newton, Regional Sales Manager, Dodge Division

Date Interviewed: February 27, 1963

A. **Notes of Mr. Fred Powledge:**

"Mr. E. J. Newton, Regional Manager at Dodge: they have about 200 people. He said "I don't know of any direct changes brought on by the Plans for Progress. None in the buildings I work in, and can't remember seeing any elsewhere."

B. **Evaluative Notes from Staff Interview:**

When asked about his knowledge of Plans for Progress, Mr. Newton said it is ". . . part of the corporation's program to get better acquainted with the colored market in this area." He said that he had attended meetings in Detroit held by a Mr. Cummings of the home office and that he, the manager of the Chrysler Plymouth Division, and Mr. Cummings had attended meetings with minority group community representatives at Spellman college. When asked the purpose of this meeting, Mr. Newton replied that it was "To find out basically what these people -- what was bothering them".

He has a relationship with the Urban League. It attempts, he said, to persuade its franchised dealers to utilize Negro

personnel and to desegregate facilities. He mentioned that such activities could be instrumental in the increase of sales to the Negro market. When dealers need referrals, he asks the Urban League to refer applicants.

His division employs no Negroes, nor do any of the other six divisions located in his building. Sales personnel are hired as trainees through newspaper advertising. No contact has been made either with local Negro colleges or the Urban League. Clerical personnel are recruited through the East Point branch of the State Employment Service. This agency has not been notified of the company's policy of Equal Employment Opportunity. It appears to be located in an all white neighborhood. His secretary, who places all job orders says that a Mrs. Acree, at the Employment Service, refers qualified persons who appear "compatible, who can get along well with the other secretaries".

**CONTINENTAL MOTORS CORPORATION:** 1252 Oakleigh Drive, East Point

Person Interviewed: Mr. Vern Kring, Branch Manager

Date Interviewed: February 21, 1963

A. **Notes of Mr. Fred Powledge:**

Quoted extensively in the Southern Regional Council report.

B. **Evaluative Notes from Staff Interview:**

Mr. Kring stated that about five people have been hired during the last two years. He uses the State Employment Service and "walk ins". He stated that he had not notified the employment agency, but "did not specify race".

He stated that no Negroes had applied for employment. He said he "Can't recall seeing anything on Plans for Progress from the home office". He then went on to state "The only reason I keep 'em here is to have 'em on the record and show I like these colored folks."

Separate facilities are maintained; one marked "Janitor" and the other "Men". He stated that no consideration was given to upgrading the Negro mechanic's helper to mechanic, as "he is always turning the nuts backwards". He stated, more as a question, at the conclusion of the interview, "After seeing what we do here, I'm sure you'll agree we treat everybody right".

**THE GARRETT CORPORATION:** 3272 Peachtree Road, N. E.

Person Interviewed: Mr. Charles E. Baugh, Regional Sales Manager

Date Interviewed: February 26, 1963

A. **Notes of Mr. Fred Powledge:**

"Interviewed Mr. Ben Ross; Staff of eleven; four of them field servicemen. Four salesmen and three clerical. 'We have had Negroes apply here, but they were turned down because of lack of capability, or training. In general, we need very highly trained personnel. This is the type of business where a great deal of knowledge of the company is needed, where you get to know what the company does, and, because of this, it would be almost impossible for someone hired locally to do that'."

B. **Evaluative Notes from Staff Interview:**

Mr. Baugh stated that he had had a briefing on the Plans for Progress at a managers meeting at the home office last summer. He stated that he also had received information by news bulletins. When asked what he had done locally to implement the company's Plans for Progress through community contacts, etc., he replied that he had been "so busy lately" that nothing had been done. He is responsible for the hiring of the six clerical personnel now employed. Half of these have been

recruited during the past two years through private employment agencies, local business colleges, and newspaper advertisement. An Equal Employment Opportunity statement is used in newspaper advertising. He did not know if the private agencies and business colleges were Negro or white. He stated that he "hadn't had any Negro applicants and are processing any application we get on merit."

**GENERAL DYNAMICS CORPORATION:** 479 Armour Circle

Person Interviewed: Mr. O. J. Schuler, Branch Manager, Industrial Products Marketing

Date Interviewed: February 26, 1963

A. **Notes of Mr. Fred Powledge:**

"Mr. Schuler, Electronics Branch Manager -- We don't employ any colored people here, but if this is a general policy of General Dynamics, then we follow it. But the person we are looking for would be very difficult to find in a minority group. None have applied. The Plans were very firmly put (explained) to us. Were we to do this (integrate), we would be immediately at a disadvantage (re competition). The Plans are worthwhile, but they will require time to materialize. The general public resists change, and change will have to happen gradually. I think the time will come when it will be advantageous to have those people on our marketing staff. A lot of times you have to consider what is in the interest of the business rather than whats good for mankind."

B. **Evaluative Notes from Staff Interview:**

Mr. Schuler said that recruitment of sales personnel is conducted through his office with approval of the home office. Sales personnel are recruited through two local private

employment agencies and by referrals through the trade. Employment agencies have not been notified of the company's policy of Equal Employment Opportunity, either verbally or in writing.

Clerical service, and installation personnel are hired exclusively through employee referral. All such employees are white. The State Employment Service is not used as provided in the corporation's Plans for Progress. This office has had no contacts with the minority group community. Mr. Schuler was aware of the existence of a Plans for Progress, and thought that he had received some correspondence concerning it; he searched but was unable to find any correspondence.

GOODYEAR TIRE AND RUBBER COMPANY: 2755 Piedmont Road, N. E.

Person Interviewed: Mr. R. H. Donaldson, Regional Personnel Manager

Date Interviewed: February 25, 1963

A. Notes of Mr. Fred Powledge:

Quoted extensively in Southern Regional Council report.

B. Evaluative Notes from Staff Interview:

Mr. Donaldson stated that the region now has three Negro salesmen in its company owned stores; Pritchard, Alabama; Lima, Ohio; and Miami. He said that he had had six, but that three were discharged. He did not know whether these stores were situated in predominantly Negro areas. He said "They're hard to find, incidentally; Negro applicants are reluctant to get into embarrassing situations, they don't want to deal with prejudice."

When asked what he was doing to implement the Plans for Progress, he stated that he has to report to the home office any placement of Negroes in other than traditional job categories. He stated that he "assumes branch managers have a copy of Plans for Progress." He has not developed any minority community contacts or resources. He furnished an excerpted copy from the store managers' manual concerning recruiting.

It covers in detail instructions concerning resources for recruitment. Reference is made to the Equal Employment Opportunity statement in newspaper advertisement.

Mr. Donaldson said that he personally recruits at Negro colleges in Ohio and West Virginia. He said that he did not recruit at any colleges in the southern states. He reported one Negro employed in the Atlanta administrative and sales offices as warehouseman. When asked whether there were separate facilities for this employee, he asked his secretary if "Old Fred uses the same restrooms or does he have one of his own". The secretary reported that there was a separate restroom.

**HERCULES POWDER COMPANY:** Rhodes-Haverty Building

Person Interviewed: Mr. W. E. Hamilton, District Sales Manager, Paper Chemical Division

Date Interviewed: February 22, 1963

A. **Notes of Mr. Fred Powledge:**

No notes available.

B. **Evaluative Notes from Staff Interview:**

Mr. Hamilton stated that he was responsible for the clerical hiring but that no secretaries had been employed since his arrival in August, 1962. There have been no hires in the sales field in the past year.

He had received written instructions from the home office published January 21, 1962, and that there had been an article concerning Plans for Progress in the Hercules Miner, the company magazine, in April of 1962. He said that he was instructed to submit a Self Analysis Questionnaire semi-annually. He stated that if they were recruiting, that they would use the state employment service, private agencies, and newspaper advertisements. He said that advertisements prior to his arrival had contained the Equal Employment Opportunity statement.

He has not established any minority group community contacts, and has not made formal notification to any recruitment sources.

**INTERNATIONAL BUSINESS MACHINES:** 1439 Peachtree Street, N. E.

Person Interviewed: Mr. Charles C. Workman, Jr., District Manager

Date Interviewed: February 25, 1963

A. Notes by Mr. Fred Powledge:

Talked with Mr. Workman. He said "We never discriminate, but we have high standards, and it is difficult to find Negroes that are properly qualified'. He said that there are several Negro employees in the Atlanta operation, but refused to say how many, what kind of jobs, etc.

B. Evaluative Notes from Staff Interview:

Mr. Workman reported that they have been successful through contacts with the Urban League and local colleges in recruiting two Negro clerks (See Section B-10 for more details).

He stated that personnel reviews have been conducted of current employees and that one high school graduate with fifteen years service has been upgraded from janitor to a clerical position. Another Negro male was upgraded from janitor to the mail room and will eventually move to clerical work. Employees use non-segregated facilities. He stated that the company is currently making a detailed analysis of the division's workforce which will be available within a week to ten days.

He has received a personal and confidential memorandum from the home office, with specific instructions concerning implementation of the Plans for Progress program.

**INTERNATIONAL HARVESTER:** 580 Whitehall Street, S. W.

Person Interviewed: Mr. E. W. Dodson, District Manager, Motor Truck Division

Date Interviewed: February 27, 1963

A. **Notes of Mr. Fred Powledge:**

"International Harvester -- Interviewed Mr. Zierath. 'We're affirmative.' Of 217 employees, there are five Negroes -- Mechanics, Janitors, Parts Men; no white collar. 'We haven't had any white collar jobs open since we subscribed to the Plans for Progress'."

B. **Evaluative Notes from Staff Interviews:**

During interview with Mr. Dodson, Mr. Zierath's successor, it was learned that the company has nine Negro employees; six janitors, three mechanical helpers. It has hired three clerical employees during the past year using high schools, private and State Employment Services, and newspaper advertisements. No Negro high schools were visited. Recruitment sources have been notified in writing that the company is an Equal Employment Opportunity employer; newspaper advertisements carry the Equal Employment Opportunity statement.

When asked what he understood of the company's Plans for Progress committment, Mr. Dodson stated "I'd rather tell you what I don't understand about the thing." When asked

what he didn't understand, Mr. Dodson said "Well, I'd better not say anything about that." Based on the overtones of the interview, Mr. Dodson's demeanor, and his reaction to questions, it is the interviewer's impression, that Mr. Dodson is less than affirmative, if not antagonistic, to the concept of Equal Employment Opportunity. He has ascribed to corporate policy insofar as notification of sources, notification of employees of policy, and dissemination of Equal Employment Opportunity information through management meetings; however, there appears to have been no visible change in employment pattern from that of relegation of Negro employees to traditional occupations, and recruitment of new employees from traditional sources.

LOCKHEED: Marietta, Georgia

Person Interviewed: Mr. Eugene Mattison, Director of Industrial Relations

Date Interviewed: February 22, 1963

A. Notes of Mr. Fred Powledge:

Quoted extensively in the Southern Regional Council report.

B. Evaluative Notes from Staff Interview:

Attention is directed to a detailed report submitted by the company to the Committee in January which covers all points and answers all questions raised in our staff interview.

Since Mr. Mattison made continuous reference to the fact that Lockheed had for many years before the Plans for Progress were signed, had in effect an affirmative program on Equal Employment Opportunity, the question was asked as to the effects of Plans for Progress. He replied that it (the Plans for Progress) hadn't "changed the attitude, but has increased aggressiveness so that progress doesn't lag -- It is an organized approach".

**PAN AMERICAN AIRWAYS:** Fulton National Bank Building

Person Interviewed: Mr. Stewart R. Swift, District Sales Manager

Date Interviewed: February 21, 1963

A. Notes of Mr. Fred Powledge:

"Interviewed Mr. Stewart R. Smith. Sales office has eleven employees. He said, 'The New York office is thoroughly integrated, with all sorts of jobs. When our company has been sent the policy, we follow it. No Negroes here because even though we are an integrated firm, we have to be localized in Atlanta.' "

B. Evaluative Notes of Staff Interview:

Mr. Swift stated that during the past year he has hired three reservation agents; one was obtained through a private employment agency, adjacent to his office, one through Delta Airlines, and one through employee referral. He did not know if the private agency accepts Negro applicants. No notification to any recruitment source concerning Equal Employment Opportunity.

He does not have any minority group community contacts. When asked about the Plans for Progress, he produced a memorandum from the corporate office dated February 27, 1962.

It contained a copy of the company's Plans for Progress. When asked what he had done to implement the company's committments under the Plans for Progress, he stated 'I haven't done very much, as we've only had three hires.'

**PHILCO CORPORATION:** Fulton Federal Building

Person Interviewed: Mr. Ramsey, Regional Manager

Date Interviewed: February 27, 1963

A. Notes of Mr. Fred Powledge:

Interviewed a Mr. Hobart Ballou, District Representative -- "I am not familiar with the Plans. Have other things to worry about like selling, rather than what Mr. Kennedy says. They (the Plans for Progress) don't mean regional or sales divisions like us, they mean somebody else."

B. Evaluative Notes from Staff Interview:

Mr. Ramsey stated that he did not know about the Plans for Progress. He said that he has not done any hiring or recruiting during the past eight years. After a copy of the company's Plans for Progress was produced, he said "Oh, yes, now I know; could I have a copy of this made?" A copy was given him.

**RADIO CORPORATION OF AMERICA:** 1121 Rhodes-Haverty Building

Persons Interviewed: Mr. Elmer D. Eades, Southern Regional Manager

Mr. Bowers, RCA Service Company Regional Manager

Date Interviewed: February 25, 1963

A. **Notes of Mr. Fred Powledge:**

"At the sales office there are five clerical and three executives. Mr. Elmer Eades said that 'No one ever applied here. Negro secretaries can get a better deal from the Government'."

B. **Evaluative Notes from Staff Interviews:**

Mr. Eades said RCA "always cooperates." "There has not been any hiring for the clerical force during the last two years." He stated that he has not received any specific instructions concerning Plans for Progress, and has not been asked for any reports. He said that he had attended two meetings some years ago at Morehouse College -- before Plans for Progress were signed, and that a vice president of the corporation made a speech over "a Negro radio station". Does not have any minority group community contacts; has not notified any recruitment sources of company's Equal Employment Opportunity policy.

Mr. Bowers stated that "We use every method we know how" to recruit employees. He said that the company has gone on record that it will recruit a certain number of minority group employees in a specified period, and, that as a result, has "picked up some colored people, mostly stock clerks."

Mr. Bowers did not know of any Negro technicians in the various service shops. He said that he assumed hiring such personnel would result in a consumer reaction, and, in the South, a reaction from coworkers. Mr. Bowers has not held discussions with the branch managers responsible for hiring at the local level relative to the company's Plans for Progress or Equal Employment Opportunity. Each, he said, has a company personnel procedure guide.

RAYTHEON: 3110 Maple Drive, N. E.

Persons Interviewed: Mrs. C. G. Hamilton, Office Manager

Mr. R. A. Chalmers, District Sales Manager, Distributor Products Division

Date Interviewed: February 26, 1963

A. Notes of Mr. Fred Powledge:

Interviewed Mrs. C. G. Hamilton -- Small office with three people employed. No Negroes employed. She stated that maybe they would hire somebody if they applied, but none had applied. She went on to say that the company does all its hiring in Massachusetts. She said they had seen all the literature and understand that they have a lot of Negro secretaries there; "a lot of pictures show them working in the plant". She was referring to the plant in Massachusetts.

B. Evaluative Notes from Staff Interview:

Mrs. Hamilton, when interviewed, was unaware of what was entailed in the Plans for Progress agreement. She thought that some literature had been sent her, but could not recall what she had done with it. When requested to produce the material, she first obtained a copy of a minimum wage poster. When told that Plans for Progress had nothing to do with minimum wage statutes, she searched further, and produced a

copy of the poster utilized by the President's Committee on Government Contracts.

Mr. Chalmers replied, when asked his understanding of the company's Plans for Progress, "I've never heard of it."

**THOMPSON-RAMO-WOOLDRIDGE:** 3272 Peachtree Road, N. E.

Person Interviewed: Mr. Rogdon Currie, Regional Manager, Computer Division

Date Interviewed: February 26, 1963

A. **Notes of Mr. Fred Powledge:**

Interviewed Rogdon Currie, Regional Manager -- Sales office had three persons -- Two executives, one secretary. No Negro employees. Mr. Currie said "Wouldn't object for Negroes being hired for office work", "he wouldn't go out of his way, really unaffected by this thing."

B. **Evaluative Notes from Staff Personnel:**

When interviewed, Mr. Currie stated that due to relocation of one division of the company, his workforce now consisted of himself and a secretary. He stated that he was in the process of hiring a salesman; he had advertised in a trade magazine. A copy of the advertisement showed it to be a blind ad, not incorporating the Equal Employment Opportunity statement. Mr. Currie stated that final authority for hire is with the home office, but that he recruits and screens applicants, and that his word is usually taken.

He knew little concerning Plans for Progress, had received no literature concerning the program. He identified himself as a "Southern Liberal" in his philosophy concerning race relations.

Has no turnover of clerical personnel.

**WESTERN ELECTRIC COMPANY:** 820 Forrest Road

Person Interviewed: Mr. W. F. Gannon, Manager, Atlanta Distributing House

Date Interviewed: February 26, 1963

A. **Notes of Mr. Fred Powledge:**

Quoted extensively in Southern Regional Council Report.

B. **Evaluative Notes from Staff Personnel:**

Mr. Gannon said that following the signing of Plans for Progress, his company had eliminated its janitor and sanitary maintenance section, and contracted the work to an outside firm. The eleven Negro employees displaced by this move were placed in the company's production and building maintenance (electrical, plumbing, etc.) sections. Subsequently, he had completely desegregated all facilities including cafeteria, fountains, and rest rooms.

He has extensive contacts in the minority community, primarily utilizing the Urban League as a recruitment source. Subsequent to the company's signing of Plans for Progress, he has recruited three additional Negro employees, one as a salaried clerk. He tried, he said, for three weeks to find a qualified comptometer operator, utilizing all available sources, but was unsuccessful.

Currently he has six employees on layoff with recall rights; he does not expect a resumption of hiring until at least July, but that at that time he will continue his efforts to secure qualified minority group applicants through available sources.

Mr. Gannon stated that there had been some repercussions in the plant from his desegregation and placement of Negroes in traditionally white jobs, but that Equal Employment Opportunity was a matter of firm policy and that it was being enforced strictly.

WESTINGHOUSE ELECTRIC COMPANY: 1299 Northside Drive, N. W.

Persons Interviewed: Mr. Paul T. Lagrone, Corporate Vice President

Mr. R. B. Church, Jr., Southeastern Distribution Administration Manager

Date Interviewed: February 26, 1963

A. Notes of Mr. Fred Powledge:

Mr. Paul T. Lagrone was interviewed. He stated that "We signed because all of the major manufacturing is in the northern part of the country; when we signed, we signed as a corporation as a whole. It doesn't mean that down here in this place -- we run a sales office -- most of the work is pretty skilled -- it would have to be an evolution to work people into those skilled jobs. You know the South well enough that in these jobs they haven't evoluted into them -- the region hasn't reached the stage where we can use colored people in our sales contacts. We just don't call on thepeople at the household level, we call on people in the engineering level at Georgia Power, Lockheed, the textile industry -- as far as local is concerned, we haven't evoluted into the stage where we could use any colored people except office cleaning. All of our warehouse people are colored, except the supervisors. The Plans as signed by the president hasn't been

applicable to us in Atlanta to any great degree than already had it -- but, whereas as a corporation, it has been very, very effective. This President's Committee, of which Westinghouse was one of the original signers, is almost a hundred per cent applicable to our concentrated manufacturing facilities which are not in the South. I don't think these made any changes. We have always hired a lot of good, dependable, lovable colored people."

B. Evaluative Notes from Staff Interview:

Mr. Lagrone stated that clerical and menial labor were recruited locally through employment agencies -- but generally through employee referral. Approximately six-eight clerical employees have been hired in the past two years. The company also does some newspaper advertising.

Mr. Church stated that he was not aware of the requirement to identify the company in advertisements as an Equal Employment Opportunity employer.

An all Negro Night cleaning crew and an all Negro warehouse helper classification (approximately 40).

When asked to identify minority group contact and recruitment sources, Mr. Lagrone stated that he had no direct contact,

but that he and Mr. Church were on the administrative board of the United Appeal. He said that the Urban League is connected with the United Appeal.

Mr. Lagrone emphasized his treatment of Negro employees by stating what appeared to him to be preferential treatment of a Negro employee. He said that due to economy moves by the company, several white employees of long service were prematurely retired, but that a Negro employee "Will", who, had he been white, would have been retired, was retained. He said that "Will's" only duties were to run errands in Mr. Lagrone's company owned car, to perform light housekeeping chores, and to drive Mr. Lagrone wherever he wished to go. Mr. Lagrone punctuated this, saying, "When I want him, I give him a buzz; he puts on his cap, and away he goes -- you know, give a nigger a cap and a car to drive, that's all he wants." Mr. Church then added that the most difficult thing was to find "Will". He said that he was generally in one of the restrooms reading a copy of the Scientific American.

A tour of the facility disclosed that the company maintains segregated facilities in the warehouse where Negroes are employed.

## TYPE OF KNOWN CONTACT BY SRC

| | |
|---|---|
| Burroughs | |
| Chrysler | By phone |
| Garrett | By phone |
| General Dynamics | In person |
| Goodyear Tire | |
| International Harvester | |
| Pan American Airways | In person |
| RCA | By phone |
| Raytheon | By phone |
| Thompson-Ramo-Wooldridge | By phone |
| Western Electric | In person |
| Westinghouse | By phone |
| Hercules Powder | |
| Lockheed | By phone |
| Continental Motors | In person |
| International Business Machines | By phone |
| Philco | |

## REASONS FOR NON-CONTACT BY COMMITTEE STAFF

| | |
|---|---|
| General Electric | Mr. Charles Ellis -- sick with influenza. |
| Kaiser | Mr. Robert Gregory -- out of city. |
| Collins Radio | Private home headquarters -- two employees. |
| Ford | To be completed by Army since currently conducting complaint investigation. |
| General Motors | Detroit corporate office refused local interviews until SRC report reviewed by Detroit. |
| Minneapolis Honeywell | Mr. George Guler previously scheduled and insufficient time for return call. |
| AMF | Moved from storefront location -- insufficient time to relocate. |

## NOTES BY MR. FRED POWLEDGE ON COMPANIES STAFF UNABLE TO INTERVIEW

**MINNEAPOLIS HONEYWELL:**

"Interviewed Mr. George D. Guler, Division Manager. They had Negroes in the stockroom before the Plans for Progress and a Filipino draftsman -- 35 employees, 2 Negroes; one in charge of the warehouse.

'Because of the good job done by the first, we hired another Negro in the warehouse.' This occurred when the one Negro was apparently placed in charge of the warehouse. As far as sales, technical engineers are concerned, he said 'You won't find one in 1000 able to do the work'. He said 'You will encounter less difficulty hiring those not meeting the public'."

**AMERICAN MACHINE AND FOUNDRY COMPANY:**

"A Mr. Herrig, Regional Manager. He said 'Haven't received anything from headquarters on the Plans'."

**KAISER INDUSTRIES:**

"Mr. Gregory -- 'I believe Edgar Kaiser himself has a Negro secretary -- we've had no Negro applicants. We certainly would hire them on the basis of their qualifications. But it strikes me as rather ridiculous to hire someone such as a Negro for an outside sales responsibility. If we had a lot of Negro customers, we would have a Negro salesman. (10-15 salesmen in Southeast, 4 clerical people, no Negroes)."

GENERAL MOTORS

"Jim Tolley, Press Agent -- 'We do not wish to participate in your story'."

March 5, 1963

MEMORANDUM

TO : Honorable Hobart Taylor, Jr.
Executive Vice Chairman

FROM : Percy H. Williams, Assistant Executive Director
Contract Compliance

SUBJECT: Plant Population - Atlanta, Georgia

The following is a list of the individual facilities of the 24 Plans for Progress signers in the Atlanta Metropolitan Area. The figure opposite each facility represents the total work force at that facility.

American Machine & Foundry
9 sales and service centers: 6 or 7 employees in each
Total 63

Burroughs Corporation
Sales and engineering office - 117
Southeast Cassidy at Decatur - 47
Total 164

Chrysler Corporation
Training Center - 65
Parts Depot - 60
Airtemp Regional Office - 11
Total 136

Collins Radio
Total 2

Continental Motors
Total 31

Ford Motor Company
Assembly Plant - 1,740
Parts Depot - 230

Ford Motor Company (continued)

Marketing Institute - 13
Autolite Regional Sales - 11
Public Relations - 6 Total 2,000

Garrett Corporation Total 10

General Dynamics
General Dynamics Electronics - 11
Stromberg Carlson - 20
Liquid Carbonic - 59
Electro Dynamics - 1 Total 91

General Electric
I.S.O.
Electric Utility Sales) - 263
Division Planning
General Electric Supply - 83
Finance Service Center - 147 Total 493*

Misc. 175
Memos
668
Chamblee 222
890

General Motors
Chevrolet - 1,514
Fisher - 1,682
B.O.P - 2,197
Warehouse
Chevrolet - 403
GMC - 134
GMS - 83
Buick - 81 Total 6,094

Goodyear Tire and Rubber
District Sales Office - 35
Regional Office - 20
Regional Accounting Office - 75
Stores - 80 Total 210

Hercules Powder Total 16

*Estimated 95 per cent of employees

International Business Machines
- District Headquarters - 22
- Atlanta Education Center - 23
- Special Group Delta Airlines - 23
- Atlanta Branch Office - 300*

Total 368*

International Harvester
- Depot - 148
- Motor Trucks District - 125
- Farm Equipment District - 52
- Central Accounting Motor Truck - 16
- Central Accounting Farm Equipment - 11
- Regional Credit - 25

Total 377

Kaiser Industries
- Warehouse - 4
- Sales Office - 21

Total 25

Lockheed Aircraft
- Marietta Plant - 14,843
- Northside Plant - 82

Total 14,925

Minneapolis-Honeywell Regulator

Total 32

Pan American World Airways, Inc.

Total 10

Philco Corporation

Total 4

Radio Corporation of America
- Distribution Division - 57
- RCA Service Company - 33
- Electric Data Processing - 28
- Tube Sales - 5
- RCA Sales - 2

Total 125

Raytheon Corporation

Total 3

*These figures best company estimates

| | | |
|---|---|---|
| Thompson Ramo-Wooldridge | Total | 2 |
| Western Electric | Total | 454 |
| Westinghouse<br>Northside Drive - 314<br>Howell Mill Way - 66<br>Chattahoochee - 75<br>Peachtree - 19<br>Bryant Electric - 33 | Total | 507 |

26,400

U.S. President's Committee on Equal Employment Opportunities

File w/ correspt. on Plans for Progress in Pres. Office files

At. Const. 3/8/63

# 2 Probers Examine 24 Firms

Employment

Pres. Com.

By JOHN D. POMFRET

(Copyright 1963 by the New York Times Co.)

WASHINGTON—The U.S. government has started full-scale compliance reviews of the employment practices of the Atlanta branches of concerns that pledged to open up job opportunities to Negroes.

The reviews were ordered as the result of a private study indicating that the voluntary approach had largely failed. A follow-up government survey backed up the results of the private study.

The private study was made by the Southern Regional Council, a biracial agency that seeks to assure equal opportunity for Negroes.

It covered the Atlanta plants, offices or regional headquarters of 24 concerns that have signed Plans for Progress, a Kennedy administration program under which they pledged voluntarily to open up job opportunities to Negroes.

The firms are: American Machine & Foundry, Burroughs Corp., Chrysler Corp., Collins Radio, Continental Motors, Ford Motor Co., Garrett Corp., General Dynamics, General Electric, General Motors, Goodyear Tire & Rubber, Hercules Powder, International Business Machines, In-

Continued on Page 10, Column 4

# U.S. Investigating Job Bias Here

Continued From Page 1

ternational Harvester, Kaiser Industries, Lockheed Aircraft, Minneapolis-Honeywell Regulator Co., Pan-American World Airways, Philco Corp., Radio Corp. of America, Raytheon Corp., Thompson Ramo-Wooldridge, Western Electric, and Westinghouse.

The Plans for Progress program comes under the President's Committee on Equal Employment Opportunity, headed by Vice President Lyndon Johnson. The committee is also charged with enforcing a presidential executive order banning racial discrimination by concerns that do business with the government.

The concerns signing plans for progress are understood to have been largely exempted from the regular review and compliance procedures applied by the committee to other concerns. Only in a case where a Plans for Progress signer was the subject of a specific complaint were its employment practices investigated, according to committee sources.

The Atlanta investigation may result in a re-evaluation of the Plans for Progress program. Those within the committee who have been advocating greater reliance on stricter enforcement as opposed to the voluntary approach hope the Atlanta situation will bolster their position.

The regional council study said that except for a handful of companies "the plans for progress were, for the regional office in Atlanta, largely meaningless."

As a result of the study, Hobart Taylor Jr., executive vice chairman of the committee, dispatched Ward McCreedy and John Rayburn, both of the committee's staff, to investigate. Taylor has refused to divulge the results, but it is understood that their memorandum bears out the regional council's report.

Taylor declined to disclose what, if anything, he was doing about the situation.

He is understood, however, to have summoned to his office Monday officials of the government agencies doing business with the concerns involved who have been designated to see to it that the discrimination ban is enforced. Under the committee setup, the contracting agencies have the principal investigative and enforcement responsibilities.

April 8, 1963

Mr. John I. Binkley
Director of Education
The President's Committee on Equal
Employment Opportunity
Washington 25, D. C.

Dear John:

We are sending you, under separate cover, three (3) copies each of Federal Executive and Civil Rights and Executive Support of Civil Rights.

Thank you for your kind remarks, and I am sorry that we did not get together in Washington.

With best regards,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj
Separate Mailing - 6.

April 8, 1963

Bernice,

Please send three (3) copies each of the following to Mr. John I. Binkley (label attached):

Federal Executive and Civil Rights

Executive Support for Civil Rights

thanx, mmj

THE PRESIDENT'S COMMITTEE ON EQUAL EMPLOYMENT OPPORTUNITY
WASHINGTON 25, D.C.

April 5, 1963

Dr. Leslie W. Dunbar
Executive Director
Southern Regional Council
5 Forsythe Street, N. W.
Atlanta 3, Georgia

Dear Les:

I am writing to request copies of two of your reports. May I have three each of "The Federal Executive and Civil Rights" and "Executive Support of Civil Rights."

I enjoyed your speech at the Civil Liberties Clearing House last week and I am sorry that the press of business prohibited my talking to you.

Thanks for the reports. Warm personal regards.

Very truly yours,

John

John I. Binkley
Director of Education

April 11, 1963

Mr. George O. Butler
President's Committee on Equal Employment
Opportunity
Room 3826, GAO Building
441 "G" Street, N. W.
Washington, D. C.

Dear Mr. Butler:

We have, at the request of Mr. Tartt Bell, made reservations for you for the night of April 18 at the Peachtree Manor Hotel, 826 Peachtree Street (single room).

Sincerely yours,

(Mrs.) Mildred M. Johnson
Secretary to the Director

MMJ

Copy of this mailed Air Mail to John H. Wheeler Durham, N.C. (4/17/63) Recorded + transcribed by M.M.J.

Notes of a long-distance telephone call between Mr. Hobart Taylor, President's Committee on Equal Employment Opportunity, ~~Committee~~ Washington, D. C., and Leslie W. Dunbar, Southern Regional Council, Atlanta. (APRIL 17, 1963 - 12:35 pm)

OPERATOR: Mr. Dunbar.

LWD: This is he.

OPERATOR: Go ahead with Mr. Hobart Taylor.

HOBART TAYLOR: I noticed, Mr. Dunbar, that you have called me twice this morning, and I thought I'd better call you now since I'm just about to go out to lunch.

LWD: Yes, I did call you, but I got tied up in a conference and was not able to call back, but I did send you a telegram.

I was just wondering if we could have a copy of the report which the New York Times story of today is based on by John Pomfret?

HT: I have issued no report. As you say, there is an article. I have received calls from the fellow who wrote the Business Week article, and he told me that the Atlanta Constitution had a different headline from the article in the Times. This is not clear to me because there is a mis-print somewhere towards the end, and I have not had a chance to study the account to make sure that the facts and statements made --- though they seem to be roughly correct.

LWD: I gathered that no report had been issued. Mr. Pomfret called me yesterday and said he had been shown this report, and that an article would be released on it.

HT:q There are numerous reports which were prepared by the various agencies, Mr. Dunbar, and those reports exist here in the office. I received a call yesterday from an Army chaplain (?) who said that Mr. Pomfret had talked to him about his report. All I can say is that I have no authority from Secretary Wirtz or anybody else to make or issue a report, and I have not given out any such report.

LWD: You understand, Mr. Taylor, that it is difficult for us to evaluate the correctness of our own report when all we can do is read about, in the papers, what people in Washington have come up with. I wonder, then, if I can have a copy of the McCready report?

HT: I do not think the Council is in a position to obtain the government's working papers. If there is a report .... I think we have to bear in mind that everybody functions here ....I think I will have to get authorization to issue any report to you Mr. Dunbar. It looks to me that this is the kind of thing that we will have to issue a statement on. When we do, I will be very happy to send you a copy. I could not send you anything now.

LWD: Of course, Mr. Taylor, I understand that. However, when a government document is leaked to the press -- and I don't think that is right either -- I think any agency involved has a right to be fully informed on the matter.

HT: Do you think I issued something to the press?

LWD: No, Mr. Taylor, not you.

HT: I do not know if you know it or not, but for more than a year now we have had this problem of leaks.

Hold on just a second

(PAUSE)

HT: For more than a year he have had leaks and at one time we had to get the ~~Field~~ Civil Service Commission to check out our people.

LWD: You should know that when Mr. Pomfret called me he was reading from something. It is this document that we have an interest in seeing inasmuch as it has been made available to the press.

HT: As I said, we have had this problem before. (MR. TAYLOR CITED AN EARLIER INCIDENT INVOLVING MR. POMFRET IN WHICH A STORY WAS PRINTED BEFORE A REPORT HAD BEEN OFFICIALLY RELEASED -- I FAILED TO GET THE FULL REMARKS ON THIS.) I can understand English, Mr. Dunbar; I heard your request, and I am in sympathy with you. That is about all that I can say at this time.

LWD: I would like to ask, Mr. Taylor, that you take under consideration our request that we be furnished the report, inasmuch as it has gone to the press. I would like to request that a copy of both the McCready and the Pomfret report be made available to us.

HT: You have asked me that several times; I have said I heard you, but there is nothing I can do individually. I would like to know you better, Mr. Dunbar.

LWD: I did not say that. I would like to know you better too, Mr. Taylor. What I said is I would like for you to take our request under consideration, since you say you have to get authorization.

HT: I said I understand your problem. It is, I think, necessary now for us to make some kind of statement, and such a statement will be made available to you.

LWD: That is fine, and I will be very interested in your statement, Mr. Taylor.

HT: All right.

LWD: Goodbye.

HT: Goodbye.

File
U.S. Gov't
"President's Committee on Equal Employment Opports"

Lud - Fyi

TELEGRAM:
(C O P Y)

April 17, 1963

MR. HOBART TAYLOR
PRESIDENT'S COMMITTEE ON EQUAL EMPLOYMENT OPPORTUNITY
ROOM 3826, GAO BUILDING
441 "G" STREET, N. W.
WASHINGTON, D. C.

I REQUEST IMMEDIATE FORWARDING OF A COPY OF THE GOVERNMENTAL REPORT ON WHICH THE ARTICLE BY JOHN D. POMFRET IN TODAY'S NEW YORK TIMES WAS BASED, IN REGARD TO COMPLIANCE IN ATLANTA OF PLANS FOR PROGRESS SIGNERS. I REQUEST ALSO A COPY OF THE EARLIER MCCREADY REPORT. WHEN WE HAVE HAD AN OPPORTUNITY TO EVALUATE THE FINDINGS OF YOUR INVESTIGATOR, MR. MCCREADY, AND THE FINDINGS OF THE DEFENSE DEPARTMENT INVESTIGATORS, WE SHALL BE GLAD TO CORRECT PUBLICLY ANY INACCURACIES THAT HAVE BEEN REPORTED.

/s/ LESLIE W. DUNBAR

Charge to the account of _____ $ _____

| CLASS OF SERVICE DESIRED | | | |
|---|---|---|---|
| DOMESTIC | | CABLE | |
| TELEGRAM | | ORDINARY | |
| DAY LETTER | | URGENT RATE | |
| SERIAL | | DEFERRED | |
| NIGHT LETTER | | NIGHT LETTER | |

Patrons should check class of service desired; otherwise the message will be transmitted as a telegram or ordinary cablegram.

# WESTERN UNION

A. N. WILLIAMS
PRESIDENT

1206

CHECK

ACCOUNTING INFORMATION

TIME FILED

*Send the following telegram, subject to the terms on back hereof, which are hereby agreed to*

Typed copy sent air mail to each member of the President's Committee.

APRIL 17, 1963

MR. HOBART TAYLOR
PRESIDENT"S COMMITTEE ON EQUAL EMPLOYMENT OPPORTUNITY
ROOM 3826, GAO BUILDING
441 "G" STREET, N. W.
WASHINGTON, D. C.

I REQUEST IMMEDIATE FORWARDING OF A COPY OF THE GOVERNMENTAL REPORT ON WHICH THE ARTICLE BY JOHN D. POMFRET IN TODAY'S NEW YORK TIMES WAS BASED, IN REGARD TO COMPLIANCE IN ATLANTA OF PLANS FOR PROGRESS SIGNERS. I REQUEST ALSO A COPY OF THE EARLIER MCCREADY REPORT. WHEN WE HAVE HAD AN OPPORTUNITY TO EVALUATE THE FINDINGS OF YOUR INVESTIGATOR, MR. MCCREADY, AND THE FINDINGS OF THE DEFENSE DEPARTMENT INVESTIGATORS, WE SHALL BE GLAD TO CORRECT PUBLICLY ANY INACCURACIES THAT HAVE BEEN REPORTED.

LESLIE W. DUNBAR

TELEGRAM DRAFT

TO: Mr. Hobart Taylor
President's Committee on Equal Employment Opportunity

Washington, D. C.

MESSAGE:

I request immediate forwarding of a copy of the governmental report on which the article by John D. Pomfret in today's New York Times was based, in regard to compliance ~~by~~ in Atlanta ~~operations~~ of Plans for Progress signed. I request also a copy of the earlier McCready report. When we have had an opportunity to evaluate the findings of your investigator, Mr. McCready, and the findings of the Defense Department investigators, we shall be glad to correct publicly any inaccuracies that have been reported.

cc: All members of the President's Committee air mail

Yes Pers. Ltr

CROSS REFERENCE SHEET

NAME OR SUBJECT

LWDunbar

REGARDING:

His letter to the Editor of the New York Times concerning reporting of the Times on Plans for Progress report made ~~by~~ as a result of a Dept. of Defense review of the racial employment practices of government contractors operatng in Atlant - all stems from SRC's report "Plans for Progress: Atlanta Survey"

DATE

April 19, 1963

(SEE)

NAME OR SUBJECT

Newspapers - New York Times

May 17, 1963

Mr. Hobart Taylor
Executive Vice Chairman
President's Committee on Equal Employment
Opportunity — Rm. 4303, U.S. Dept. of Labor, Main Building
Washington 25, D. C.

Dear Mr. Taylor:

I have been out of town, and therefore have not acknowledged sooner your letter of May 1, together with the enclosure of Mr. McNamara's letter of April 26, 1963 to the Vice President. This is not, of course, the material we requested on April 17, but we thank you for it.

I am glad to see, from Mr. McNamara's letter, that Plans for Progress signers have made improvements at their Atlanta operations. I hope that our report of last January has been of some use to you in your continuing effort to effect compliance with Executive Order 10925.

You may wish to re-examine one point in the Secretary's letter. He indicates that firms employing 18,325 persons -- or all but 4,759 of the reported 23,084 total -- are in compliance. His letter does not identify the complying firms or their number. If the New York Times of April 17 is correct they are four, and do not include General Motors. This company alone employs in Atlanta more than 4,759 people. According to our information of last January it had approximately 6,490 employees; a telephone query in

late April to the company's local office elicited the figure 6,319. Employment now is reportedly 6,695 (see attachment).

It seems to me that the President's Committee has done a genuinely impressive job in federal employment. In that field you have released data which makes informed evaluation possible. I am sure that any uncertainties we or anyone else may have as to the effectiveness of the Plans for Progress, or your contractor employment program in general, will be ended when your Committee is able to release similarly comprehensive data regarding the results of your work.

With best regards,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj
Enclosure - 1.
cc: Vice President Lyndon B. Johnson
Secretary of Defense Robert S. McNamara

bcc: John Wheeler
Harold C. Fleming
John Pomfret (NEW YORK TIMES - Washington)
Claude Sitton (NEW YORK TIME - Atlanta)
Fred Powledge (Atl. Journal)

SOUTHERN REGIONAL COUNCIL, INC.
5 FORSYTH STREET, N. W., ATLANTA 3, GEORGIA

May 17, 1963

Mr. Hobart Taylor
Executive Vice Chairman
President's Committee on Equal Employment
Opportunity
Washington 25, D. C.

Dear Mr. Taylor:

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With best regards,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj
Enclosure - 1.
cc: Vice President Lyndon B. Johnson
Secretary of Defense Robert S. McNamara

SOUTHERN REGIONAL COUNCIL, INC.
5 FORSYTH STREET, N. W., ATLANTA 3, GEORGIA

May 29, 1963

Mr. Hobart Taylor, Jr.
Executive Vice Chairman
President's Committee on Equal Employment
Opportunity -- Room 4303
U. S. Department of Labor -- Main Bldg.
Washington 25, D. C.

Dear Mr. Taylor:

It was a pleasure talking with you yesterday, regarding the Atlanta situation and other matters.

We have been impressed by the promptness and care with which the President's Committee on Equal Employment Opportunity and the Defense Department investigated the conditions reported in our January study, Plans for Progress: Atlanta Survey. By sending in February its own investigators to examine the local conditions, and then, when their findings showed that there were indeed problems, requiring full compliance reviews in March by the contracting agencies, you have certainly given an example of concerned and alert administration.

We undertook the Atlanta study to explore further a question we had raised in an earlier publication of March 1962 (Executive Support for Civil Rights: see pages 36-37, enclosed); i.e., whether the pledges of the Plans for Progress had in fact the same meaning for the South as for the rest of the nation.

I don't need to tell you that in the past there have been all too many instances where national policies, both of government and business, were implicitly intended to mean one thing for the non-South and another thing for the South. The present Administration has, as we understand it, adopted a different rule. We are glad to note, therefore, that the vigor with which you acted in Atlanta indicates that national standards are today meant to apply to fully to southern operations.

We concluded our report by stating that "interpretation of the voluntary and affirmative provisions of the /Plans for Progress/ is being left to the individual signers themselves." That is what we found in Atlanta at the time. I would suggest that the problem reflected here is one which bedevils any large program of any kind; i.e., the problem of communication, the problem of the transmission of policies to the field, and down to the local level.

We hope that our report did something to highlight and resolve that problem. As the government's program unfolds, and as intergroup relations specialists of the Defense Department are appointed to more field posts, communication will be, we are sure, steadily improved.

There are some differences of findings between us and the Defense Department, such as we know theirs to be. Certain of these undoubtedly are due to the fact that when Defense came here in March both we and your own investigators had brought matters to the attention of the employers. Other differences of findings, although unresolved, seem to us of less importance than the central fact, which is that you have acted in Atlanta in response to the need to enforce impartially and at all levels of operation the requirements of Executive Order 10925.

With best regards,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj
cc: Vice President Lyndon B. Johnson
Secretary Robert S. McNamara

May 29, 1963

Mr. Hobart Taylor, Jr.
Executive Vice Chairman
President's Committee on Equal Employment
Opportunity - Room 4303, U.S. Dept. of Labor, Main Bldg.
Washington 25, D. C.

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With best regards,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/wmj
cc: Vice President Lyndon B. Johnson
Secretary Robert S. McNamara

bcc: John Wheeler, David Freeman, Harold Fleming, Fred Powledge

THE PRESIDENT'S COMMITTEE ON EQUAL EMPLOYMENT OPPORTUNITY
WASHINGTON 25, D.C.

Rec'd 5/7/63

May 1, 1963

Mr. Leslie W. Dunbar
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Mr. Dunbar:

In response to your request of April 17, 1963, relating to the Government's investigation of Plans for Progress signers in the Atlanta area, I attach hereto a statement by the Secretary of Defense to the Vice President summarizing the results of the Defense Department inquiries.

Sincerely yours,

Hobart Taylor Jr.

Hobart Taylor, Jr.
Executive Vice Chairman

Enclosure

THE SECRETARY OF DEFENSE
WASHINGTON

26 April 1963

Dear Mr. Vice President:

In accordance with your request, I've examined the survey made by the military departments of discriminatory employment practices in Atlanta, Georgia. I have obtained the following information in response to the questions you put to me:

1. 24 plants, or offices, employing 23,084 employees were surveyed.

2. Firms employing 18,325, or 80% of the total number of employees, were complying with their pledges to the President's Committee on Equal Employment Opportunity.

3. 3200 additional employees (13% of the total) were employed by two companies, each of whom was charged with only technical violations, such as failure to post equal opportunity notices. These two companies have since arranged for the posting of such notices.

4. It is anticipated that the firms employing the remaining 1308 employees (7% of the total number of employees) will have met the requirements laid down by the military departments, within the April 30 deadline established by the President's Committee.

Sincerely,

SIGNED

Robert S. McNamara

The Vice President

United States Senate

Same ltr. sent to all members of the President's Committee.

May 30, 1963

The Honorable W. Willard Wirtz
Secretary
U. S. Department of Labor
Washington 25, D. C.

My dear Mr. Wirtz:

Because the Southern Regional Council's report on the Atlanta operations of signers of the Plans for Progress has been a matter of interest to the President's Committee on Equal Employment Opportunity, I am sending you copies of two recent letters to Mr. Hobart Taylor.

With best regards,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj
Enclosures - 2. - ltrs of May 29 & May 17, 1963 to Hobart Taylor from Lwd.

via air mail special

May 30, 1963

The Honorable James Roosevelt
Education and Labor Committee of the
House of Representatives
House Office Building
Washington 25, D. C.

My dear Mr. Roosevelt:

I understand that your committee has had an interest in our report of last January regarding the Atlanta operations of signers of Plans for Progress. You may, therefore, wish to have copies of two recent letters that I have written to Mr. Hobart Taylor, together with enclosures. I am sending you also a copy of our report, Plans for Progress: Atlanta Survey.

With best regards,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj
Enclosures

cc: Mr. Hobart Taylor

bc: John H. Wheeler + Hel

Copy for John Wheeler
Mailed 6/6/63

**AMERICAN ELECTRIC POWER** *Service Corporation*

AEP

*2 Broadway · New York 8, N. Y.*
*HA 2-4800*

RECEIVED
JUN 5 1963

*DONALD C. COOK*
*President*

MJ - copy
SB
MJ - file

See Pres. other

June 3, 1963

Mr. Leslie W. Dunbar, Executive Director
Southern Regional Council, Inc.
5 Forsyth Street Northwest
Atlanta 3, Georgia

Dear Mr. Dunbar:

This will acknowledge receipt of and thank you for your letter of May 30, 1963, addressed to Mr. Donald C. Cook, with which you sent him copies of two letters to Mr. Hobart Taylor.

Mr. Cook is out of the city this week but your letter and enclosures will be brought to his attention when he returns to the office.

Yours very truly,

(Miss) Jeanne E. Bioblocki
Secretary to Donald C. Cook

DAVID A. SCHULTE, JR.
501 FIFTH AVENUE
NEW YORK 17

RECEIVED
JUN 5 1963

June 3, 1963

Mr. Leslie W. Dunbar,
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Mr. Dunbar:

Thank you for your letter of May 31, 1963. As a member of the President's Committee on Equal Employment Opportunity, I am especially concerned with anything pertaining to the subject.

I found your two enclosures most informative, and I should be grateful to you if you would keep me informed of the problems you are encountering in this connection.

As you may well understand, it is difficult for any one group or agency to keep abreast of a problem so vast and devastating as that of equal employment opportunity. Therefore, you can be of service to me in this connection by informing me of the problems you must deal with on the scene of action.

Sincerely yours,

David A. Schulte

David A. Schulte, Jr.

DASJr:ri

MEMBERS:
JAMES ROOSEVELT, CALIF., CHAIRMAN
JOHN H. DENT, PA.
ROMAN C. PUCINSKI, ILL.
DOMINICK V. DANIELS, N.J.
AUGUSTUS F. HAWKINS, CALIF.
THOMAS P. GILL, HAWAII
WILLIAM H. AYRES, OHIO
CHARLES E. GOODELL, N.Y.
DAVE MARTIN, NEBR.
ALPHONZO BELL, CALIF.

# Committee on Education and Labor

ADAM C. POWELL, N.Y., CHAIRMAN

## General Subcommittee on Labor

U.S. HOUSE OF REPRESENTATIVES

Washington 25, D.C.

JAY H. FOREMAN
COUNSEL

ADRIENNE FIELDS
CLERK

429 HOUSE OFFICE BUILDING
EXTENSION 5257

June 3, 1963

RECEIVED
JUN 5 1963

Dear Dr. Dunbar:

Thank you very much for sending copies of the Southern Regional Council's report, Plans for Progress: Atlanta Survey, and of the two recent letters to the President's Committee.

The information in the report and the letters will be of invaluable assistance to the Subcommittee in its investigation into employment discrimination.

My particular thanks for sending the material so promptly.

With best wishes.

Sincerely yours,

James Roosevelt

JAMES ROOSEVELT
Chairman

Dr. Leslie W. Dunbar, Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

JR:af

THE PRESIDENT'S COMMITTEE ON EQUAL EMPLOYMENT OPPORTUNITY
WASHINGTON 25, D.C.

June 6, 1963

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Mr. Dunbar:

I am enclosing herewith for your information a copy of a letter dated May 9, which I have received from the Department of Defense, relating to establishments covered in the Atlanta survey.

Sincerely yours,

Hobart Taylor Jr.

Hobart Taylor, Jr.
Executive Vice Chairman

Enclosure

OFFICE OF THE SECRETARY OF DEFENSE
WASHINGTON 25, D. C.

9 May 1963

Dear Hobart:

Just to report that as of April 30, all of the establishments covered in the Atlanta survey had been found by the military departments to have complied with the requirements laid on them in the course of the survey.

Sincerely,

Adam Yarmolinsky

Mr. Hobart Taylor, Jr.
The President's Committee on
Equal Employment Opportunity
Washington 25, D. C.

cc: Mr. George Reedy

KAISER INDUSTRIES CORPORATION
KAISER CENTER · 300 LAKESIDE DRIVE
OAKLAND 12, CALIFORNIA

OFFICE OF THE
PRESIDENT

June 6, 1963

RECEIVED
JUN 7 1963

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Mr. Dunbar:

Thank you for your thoughtfulness in sending copies of your letters to Mr. Taylor of the President's Committee on Equal Employment Opportunity to Mr. Kaiser.

I have been serving as Mr. Kaiser's alternate on this Committee and appreciate hearing from you.

Sincerely,

Norman Nicholson

Norman E. Nicholson
Administrative Assistant to
Edgar F. Kaiser

NEN:mr

NATIONAL AERONAUTICS AND SPACE ADMINISTRATION
WASHINGTON 25, D.C.

IN REPLY REFER TO:

SB
MJ-copy for L. Wheeler 6/21/63

June 7, 1963

RECEIVED
JUN 12 1963

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Mr. Dunbar:

Mr. Webb has asked that I respond to your letter of May 31 transmitting copies of letters sent to Mr. Hobart Taylor.

NASA is keenly aware of its responsibility to ascertain that its contractors are complying with the spirit and intent of the President's Executive Order on equal employment opportunity.

I agree with the sentiments expressed in your letter to Mr. Taylor that the Committee has done a genuinely impressive job in Federal employment. It is also my impression that there has been real improvement in employment opportunity throughout industry, including the "Plans for Progress" companies.

Sincerely yours,

Alfred S. Hodgson

Alfred S. Hodgson
NASA Principal Compliance Officer

copy to J. Wheeler 6/21/63

SECRETARY OF LABOR
WASHINGTON

June 18, 1963

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council Inc.
5 Forsyth Street NW
Atlanta 3, Georgia

Dear Mr. Dunbar,

Thanks very much for sending me these copies of your correspondence with Hobart Taylor. I have, of course, been closely in touch with this matter, but it is helpful to hear from you directly.

Sincerely,

W. Willard Wirtz

W. Willard Wirtz

August 27, 1963

The Honorable Jacob Javits
Senate Office Building
Washington, D. C.

My dear Senator Javits:

At the close of my testimony, August 2, 1963, before the subcommittee on Employment and Manpower of the Senate Committee on Labor and Public Welfare you asked me to prepare, for your attention, questions to be put before the President's Committee on Equal Employment Opportunity.

Your suggestion had reference to a statement in my prepared testimony, as follows:

> "The President's Committee on Equal Employment Opportunity has achieved some promising results, especially in the field of government employment, but we have not been given by the Committee the data which would make possible an intelligent appraisal of its effectiveness in combatting racial inequities in the employment practices of federal contractors."

I have given a great deal of thought to your suggestion. My feeling is that, although there are certain questions of detail one might like discussed by the Committee, there is really, at this time, only one reporting issue of primary importance, and that is the question of what progress has been made by government contractors.

Specifically, the Compliance Report (Standard Form 40) requires each prime contractor and first-tier sub-contractor (excepting some smaller ones) to report the numbers of its employees by race and sex for various job categories (Question 25); also, totals must be reported for the year previous.

For continuing contractors, at least two of these reports have now been filed, one for 1962 and one for 1963. The 1962 report should contain 1961 totals. This means that comparative data ought now to be in the Committee's hands for a three-year period.

"Plans for Progress" contractors have not in the past been required to file Standard Form 40. I am sure, however, that their reporting must be at least equally detailed.

Processing this data is, of course, a huge job. The Committee has, however, been operative for 2½ years and a statistical report might well be feasible now, at least for a large sample of contractors.

Needless to say, a public release of the statistics would be far more informative if it contained a state-by-state breakdown.

With very best regards,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj
cc: The Hon. Joseph Clark
The Hon. Willard Wirtz
Mr. Edward Friedman
BC: Harold C. Fleming

PA
VJ

THE PRESIDENT'S COMMITTEE ON EQUAL EMPLOYMENT OPPORTUNITY
WASHINGTON 25, D.C.

OCT 17 1963

RECEIVED
OCT 21 1963

Honorable Jacob K. Javits
United States Senate
Washington 25, D. C.

My Dear Senator Javits:

This refers to your communication of August 30, 1963 enclosing a letter which you received from Leslie W. Dunbar, Executive Director, Southern Regional Council, Inc., Atlanta 3, Georgia.

Following his testimony on August 2, 1963 before the Subcommittee on Employment and Manpower of the Senate Committee on Labor and Public Welfare, Mr. Dunbar apparently was requested to prepare questions to be put before this Committee. In his letter replying to this request, Mr. Dunbar raised one specific question. In his words, "there is really at this time, only one reporting issue of primary importance, and that is the question of what progress has been made by government contractors."

In raising this question, Mr. Dunbar refers to the Compliance Reports (Standard Form 40) filed by government prime contractors and first-tier subcontractors and to the reports filed by Plans for Progress contractors. He further indicated that "comparative data ought now to be in the hands of the Committee for a three-year period."

The compliance reporting system of this Committee, involving the use of Standard Form 40, was initiated in 1962. Under this reporting system, each prime contractor and first-tier subcontractor subject to Executive Order 10925 who has a contract or subcontract for $50,000 or more (or $100,000 or more if solely for standard commercial supplies or raw materials) <u>and</u> who also has 50 or more employees is required to file compliance reports on an establishment basis.

These reports are filed within thirty (30) days after the award of a prime contract and within sixty (60) days after the award of a first-tier subcontract and annually thereafter by March 31 of each year as long as a contractor or subcontractor remains subject to the provisions of the Executive Order.

In filing the report to the Committee, the contractor is required to furnish employment statistics by race, occupation and sex. If available, employment totals by race and sex for the year previous should be indicated. As a result of this reporting system, this Committee has collected a body of data which, for the first time, affords a profile of employment and minority group utilization by government contractors who are subject to the reporting requirements of the Executive Order.

In furnishing initial reports in 1962, relatively few contractors were able to furnish employment totals by race and sex for the previous year. Consequently, such data is not available. However, the data collected in 1962 represents a baseline from which progress in employment can be measured among government contractors and subcontractors on a year to year basis. In 1963, a considerable number of government contractors who reported in 1962 also reported in 1963. This has enabled a compilation of comparative data by this Committee for 1962 and 1963.

Plans for Progress contractors report separately and on a special form. These contractors have furnished to the Committee progress reports on dates which coincide with the dates when these companies officially became affiliated with the Committee's Plans for Progress program.

As realized by Mr. Dunbar, the processing of the data collected by the Committee has been a "huge job." The Committee is now preparing for publication a report containing a manpower profile of the workforce affected by government contracts, comparative data on minority group employment for 1962 and 1963, and an analysis of manpower patterns reflecting the utilization of minority group manpower by government contractors. State detail will be given where the sample is sufficient to provide meaningful data; where it is not, other geographical detail will be shown.

It is expected that this report will be published within the next thirty days. At such time, I shall be pleased to furnish

to you and to all other interested parties copies of this report which will set in clear perspective, the problems of discrimination in employment to which this Committee continues to address itself in order to bring about equality in employment opportunity.

Sincerely yours,

Hobart Taylor, Jr.
Executive Vice Chairman

Copy to:
Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
Five Forsyth Street, N. W.
Atlanta 3, Georgia

November 4, 1963

Mr. Percy Williams
Assistant Director
President's Committee on Equal Employment
Opportunity
Washington, D. C.

Dear Percy:

Congratulations on receiving this year's Hoey Award. I read about it in the Times beneath your very handsome picture. The Selection Committee made, this year, a very good choice.

I am still hopeful of seeing you some time in Washington, though I don't know, at this time, when I shall next be there.

All the best.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

THE PRESIDENT'S COMMITTEE ON EQUAL EMPLOYMENT OPPORTUNITY
WASHINGTON 25, D.C.

November 18, 1963

file

AIR MAIL

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Les:

It was most thoughtful of you to drop me a note of congratulations. I am, indeed, looking forward to meeting with you some time during the Cleveland Conference.

I am dictating this in some haste in the hope that it will get to you before you enplane for Cleveland.

Sincerely yours,

Percy H. Williams
Assistant Executive Director
Contract Compliance

# Report to the President

by

The President's Committee on

# EQUAL EMPLOYMENT OPPORTUNITY

WASHINGTON, D.C.

November 26, 1963

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C., 20402 – Price $1.00

File: U.S. Govt President's Ctte on Equal Employment Opportunity

Please return by July 15 to:

College Placement Conference
% Plans for Progress, Suite 506
1815 H St., N. W.
Washington, D. C. 20006

Name: _____

(PLEASE TYPE OR PRINT)

Title: _____

Company: _____

Division or Subsidiary: _____

| Do Not Fill In | |
|---|---|
| Group No. | |
| Pd. | |
| DATE | |
| Chk. | |
| Cash | |

Registration fee $100 (Includes reception Wednesday, luncheon Thursday and Friday, dinner Thursday.)

☐ Fee enclosed ☐ Will pay on registration.

Make checks payable to College Placement Conference

## REGISTRATION CARD

Joint Conference - Plans for Progress and College Placement Council, Inc.

Statler-Hilton Hotel, Washington, D. C., July 22 - 24

Postage Will Be Paid by Addressee

No Postage Stamp Necessary If Mailed in the United States

**BUSINESS REPLY CARD**

First Class Permit No. 3847-R Washington, D. C.

FRONT OFFICE MANAGER

The Statler Hilton

16th and K Streets

Washington, D. C. 20013

PFP

TITLE OF CONFERENCE

DATE OF CONFERENCE

Statler Hilton, Washington, D.C.

## GUEST ROOM RESERVATION REQUEST

Name .....

Address .....

City ..... State ....

RESERVATIONS MUST BE RECEIVED not later than two weeks prior to opening date of meeting, and ROOMS WILL BE HELD ONLY UNTIL 6 P.M. ON DATE OF ARRIVAL, unless we are otherwise advised.

Arrival Date ..... Hour .... A.M. P.M.

Departure Date ..... Hour .... A.M. P.M.

| | | | |
|---|---|---|---|
| SINGLES | $10 | 12 | 14 |
| DOUBLES | 14 | 16 | 18 |
| TWINS | 14 | 16 | 18 |

ALL RATES PLUS 4% D.C. SALES TAX

Rec'd July 21, 1964

# TODAY'S NEED

AND

# TOMORROW'S CHALLENGE

IN THE

# PLACEMENT OF MINORITY COLLEGE GRADUATES

A JOINT CONFERENCE SPONSORED BY

PLANS FOR PROGRESS

THE PRESIDENT'S COMMITTEE ON EQUAL EMPLOYMENT OPPORTUNITY

AND

THE COLLEGE PLACEMENT COUNCIL, INC.

JULY 22-24, 1964

STATLER-HILTON HOTEL, WASHINGTON, D. C.

## PURPOSE

This conference is being presented to facilitate the education and placement of graduates from predominantly Negro colleges by bringing together the presidents and placement directors of these institutions and the college recruitment officers and industrial relations executives affiliated either with the Plans for Progress Program or the Regional College Placement Associations connected with the College Placement Council. Each employer registrant is being asked to pay a fee of $100 which will cover all of his conference expenses except room. (Registrants should make their own hotel reservations.) Additionally, the fee will help to defray the travel and conference costs of the representatives from the predominantly Negro colleges.

## PROGRAM

### WEDNESDAY, JULY 22

2:00 — 6:00 p. m. Registration of Guests in Reception Area

6:00 — 7:00 Reception

9:00 — 11:00 Briefing of Discussion Groups and Informal Assembly

### THURSDAY, JULY 23

8:00 — 9:00 a.m. Late Registration

8:30 — 8:45 a.m. Welcome — G. A. McLellan, Administrative Director, Plans for Progress, and Director of Personnel Services, Olin Mathieson Chemical Corporation.

Plans for the Conference — John Brooks, President, College Placement Council, Inc., and Director, Business Employment Service, North Texas State University

8:45 — Noon Introductions by Moderator, A. M. Doty, Manager, Personnel Relations, Aluminum Company of America

Keynote: "Equal Employment Opportunity — a Growing Reality," Hobart Taylor, Jr., Executive Vice Chairman, President's Committee on Equal Employment Opportunity, and Associate Counsel to the President

"The Negro College — Past, Present, and Future," Dr. F. D. Patterson, President, United Negro College Fund

Coffee Break

"Employment Trends and the Negro Graduate," Dr. Samuel Hill, formerly Princeton Institute for Applied Research

"The Placement Function — A Key Link," Dr. Clarence B. Hilberry, President, Wayne State University

## THURSDAY, JULY 23 (Cont'd)

12:15 — 1:30 p.m. Luncheon

1:30 — 3:00 p.m. Panel: "Opportunity for Those Who Are Prepared"

Moderator — G. A. McLellan

Robert M. Greene, Manager of Employment and Placement, J. C. Penney Company

Harold S. McFarland, Director of Personnel Services, General Motors Corporation

Ramon S. Scruggs, Public Relations Manager, American Telephone and Telegraph Corporation

R. A. Whitehorne, Manager, Personnel Research and Services, International Business Machines Corporation

George A. Spater, Executive Vice President, American Airlines

Commentary — Julius A. Thomas, Industrial Relations Consultant, National Urban League

3:15 — 3:30 p.m. Coffee Break

3:30 — 5:00 p.m. Small Discussion Groups Dealing With Employer Requirements

7:00 — 9:30 p.m. Dinner

Master of Ceremonies — James M. Osborne, Manager, Placement and College Recruiting, Ford Motor Company

Invocation — Dr. Milton King Curry, Jr., President, Bishop College

Introduction of Speaker — Hobart Taylor, Jr.

Speaker — Hon. Francis Keppel, U.S. Commissioner of Education, Department of Health, Education and Welfare

## FRIDAY, JULY 24

8:30 — 10:00 a.m. Panel: "The Need and Value of the Placement Function"

Moderator — Louis A. Miller, President-Elect, College Placement Council, Inc., and Director of Placement Service, University of Miami

Everett A. Teal, Director, Placement and Counseling Services, Lehigh University

Dr. E. W. Whitlow, Director, Financial Aid and Placement, Virginia State College

Donald M. Cook, Corporate Manager of College Relations, Radio Corporation of America

Dr. Martin D. Jenkins, President, Morgan State College

10:15 — 10:30 a.m. Coffee Break

10:30 — Noon Small Discussion Groups Dealing With Placement Requirements

12:15 — 2:15 p.m. Luncheon

Speaker — Dr. Samuel Proctor, Associate Director, Peace Corps Volunteers

## HOTEL RESERVATIONS

Special conference rates have been obtained at the following hotels. Two weeks notice is required in order to obtain these rates. Requests for reservations should be sent directly to the hotels.

Statler-Hilton
16th and K Streets, N. W.
Singles — $10, $12, $14
Twins or Doubles — $14, $16, $18
(Return enclosed card directly to the hotel)

Pick-Lee House
15th and L Streets, N. W.
Singles — $8.50
Twins or Doubles — $12
(Write directly to hotel and mention conference)

## CONFERENCE REGISTRATION

Please complete one of the enclosed registration cards for each person attending and return by July 15 to:

College Placement Conference
c/o Plans for Progress, Suite 506
1815 H Street, N. W.
Washington, D. C. 20006

**PLANS FOR PROGRESS**

**THE PRESIDENT'S COMMITTEE ON EQUAL EMPLOYMENT OPPORTUNITY**

**1815 H Street, N.W., Washington, D. C. 20006**

**THE COLLEGE PLACEMENT COUNCIL, INC.**

**35 East Elizabeth Avenue, Bethlehem, Penna. 18018**

BEST COPY AVAILABLE

# Advisory Council on Plans for Progress

File: U.S. Govt. "President's Office on Equal Employment Opportunity"

INFORMATION

NEWS LETTER

No. 17 August 25, 1964

## PLANS FOR PROGRESS ACTIVITIES

### State of the Program

As of the date of this Newsletter 268 companies with 8,123,722 employees are participants in the Plans for Progress Program.

### 3rd White House Welcoming Ceremony

On August 8 representatives of 70 new Plans for Progress companies met in the East Room of the White House to be welcomed into the Program. This was the 3rd such meeting since January, 1964. In addition, 12 other companies were welcomed into the Program but were unable to send representatives because of schedule conflicts.

Speakers for this occasion were President Lyndon B. Johnson; Secretacy of Labor W. Willard Wirtz; Geo. Wm. Miller, President of Textron, Inc. and Chairman of the Advisory Council on Plans for Progress; and G. A. McLellan, Administrative Director of the Plans for Progress Office.

### Advisory Council One Year Old

The Advisory Council on Plans for Progress was officially one year old on August 7. To celebrate this occasion the regular meeting of the council was held in the Indian Treaty Room of the Executive Office Building. Secretary W. Willard Wirtz, Hobart Taylor, Jr., Executive Vice Chairman of PCEEO, and N. Thompson Powers, Special Counsel on the President's Committee on Equal Employment Opportunity, attended the meeting and individually congratulated the Advisory Council on the significance of its accomplishments over the past year.

### Advisory Council Personnel Changes

Chairman Geo. Wm. Miller announced that the following had been named to the Advisory Council for three-year terms to succeed the retiring members:

William G. Caples, Vice President, Inland Steel Company
Ernest G. de la Ossa, Vice President-Management Planning, Federated Department Stores, Inc.
Everett M. Goulard, Vice President-Industrial Relations, Pan American World Airways
W. J. McGowan, Director-Employee and Community Relations Division, Allis-Chalmers Manufacturing Company
G. A. McLellan, Director of Personnel Services, Olin Mathieson Chemical Corporation

THE PRESIDENT'S COMMITTEE ON EQUAL EMPLOYMENT OPPORTUNITY

Address Inquiries to: Plans for Progress, 1815 H St., N.W., Washington, D. C. 20006
Telephone: Area Code 202, 961-5555

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D. R. Zook, Corporate Director-Personnel Services,
North American Aviation, Inc.

Messrs. Caples, de la Ossa, and Zook were introduced and welcomed to the Council. Mr. Goulard and Mr. McGowan were not able to attend the meeting. Mr. Miller said that the appointment of Mr. McLellan, retiring Administrative Director of Plans for Progress, would provide useful continuity to Plans for Progress activities.

Mr. Miller expressed appreciation for the service of the following retiring members of the Advisory Council and said that although they were leaving the Council, he was sure they would continue to work for the objectives of Plans for Progress:

Harry Baker, Manager-Employee Relations Department
International Harvester Company
David A. Bowdoin, Manager-Personnel Administration,
Hughes Aircraft Company
W. D. Coursey, Vice President-Personnel, Geophysical Service,
Inc. (Subsidiary of Texas Instruments, Incorporated)
P. B. Lewis, Manager-Personnel Division, E. I. du Pont de
Nemours & Company
George A. Spater, Executive Vice President, American Airlines
H. W. Wittenborn, Vice President, Cook Electric Company

New Administrative Director Appointed

At the same Advisory Council meeting Chairman Geo. Wm. Miller announced the appointment of Mr. P. B. Lewis, Manager-Personnel Division, E. I. du Pont de Nemours & Company, to succeed Mr. McLellan as Administrative Director of the Plans for Progress Office. The appointment will start officially on December 1, but Mr. Lewis will be in the Washington office prior to that date to become more thoroughly familiar with the operation.

Mr. Lewis said he felt greatly honored, appreciated the opportunity, looked forward to the assignment, hoped that he could continue the good work started by Mr. Mr. McLellan, and hoped that he would have an equally fine staff.

After graduation from Swarthmore in 1927 Mr. Lewis began his career with the du Pont Company in Production at the Buffalo, New York rayon plant. In 1929 he was promoted to Foreman and transferred the following year to the Company's rayon plant in Richmond, Virginia. After serving in various supervisory positions there he became Training Supervisor in 1939. A year later he joined the Personnel Division-Training Section in Wilmington, Delaware, and was made Manager in 1942. In 1950 he became Assistant Manager of the Personnel Division, and Manager in 1951, the position he now holds.

He has been active in the Company's participation in the Plan and a member of the Advisory Council on Plans for Progress since it was formed last year.

Mr. Lewis has been given a one-year leave of absence from du Pont to accept the assignment and will work out of the Plans for Progress headquarters in Washington.

Dallas Seminar - September 15

Plans for Progress and Southern Methodist University are jointly sponsoring an Equal Employment Opportunity Seminar in Dallas, Texas on September 15 at the Sheraton Dallas Hotel. The Seminar has been specifically designed to help attendees solve problems of minority employment in the Texas, Oklahoma, New Mexico, Louisiana, and Arkansas areas. With no apologies to the Plans for Progress Seminar which was held in Los Angeles and which was called the Southwestern Plans for Progress Seminar this forthcoming Seminar in Dallas is also entitled the Southwestern Plans for Progress Seminar.

The Program has been designed to provide information for all levels of business representatives, minority community leaders, civic leaders, and those interested in promoting equal employment opportunity in their communities.

The topical areas to be covered by individual panel sessions each having experts from both national and regional areas are listed below:

1. Recruitment
2. Selection and Placement
3. Training and Education
4. Administration of an integrated work force
5. Compliance
6. Industry's participation in Community activities

Many of the Plans for Progress companies have already made arrangements to have not only their senior managers attend this conference but also intend to use this Seminar as a training vehicle for their junior personnel and management people. Advance programs and pre-registration cards will be mailed shortly.

## PERTINENT INFORMATION

Guidance Counselor Program Started

Wayne State University, a Plans for Progress participant, has inaugurated its first guidance counselor training program. This series of classes for teachers and counselors at predominately minority group high schools in the Detroit areas was financially sponsored by greater metropolitan Detroit Plans for Progress companies. More complete information is contained in the attached newspaper clippings.

## PEOPLE ARE PROGRESS

Hobart Taylor's Assistant

Since Hobart Taylor moved to the White House to assume his new duties as Associate Counsel to the President in addition to his duties as Executive Vice Chairman of The President's Committee on Equal Employment Opportunity, many of you have talked to William J. Kendrick, Executive Assistant to Mr. Taylor.

Bill has been very helpful to this office and to many Plans for Progress company representatives, and we thought you'd like to know a little about his background.

He is 31 years of age, married and has two children. He served as an attorney with the Labor Department for two years prior to joining the President's Committee Staff in 1962. For the last two years, he has been Mr. Taylor's Assistant.

Bill is well qualified for the responsible job he holds. He has a B.S. and a B.A. in Industrial Management and an LLB.

## MISCELLANEOUS

### Information or Comments

Comments or material for future articles from the readers of the Information Newsletter are always appreciated. Please send them to James H. Burg, Plans for Progress Office, 1815 H Street, NW., Washington, D. C. (20006).

THE MICHIGAN CHRONICLE—
Saturday, August 1, 1964

## AT WAYNE STATE UNIVERSITY

# Massive Job Equality Workshop Is Planned

**A massive effort to assure greater equality in the employment of youth will take place August 3-21, at the College of Education, Wayne State university.**

Leading industries in the state, in cooperation with the Advisory Council on Plans for Progress, under the President's Committee on Equal Employment Opportunity, will conduct a workshop to analyze and study the employment problems of minority youth.

**The workshop will include presentations by authorities in many fields, field trips to business and industry, discussion of what can be done and planning by the participants on possible programs in various schools.**

The need for the workshop is expressed in a letter mailed to participants in the program:

"Today, well over 70,000 members of the labor force in Metropolitan Detroit are unemployed — approximately 5% of all workers. At a time when unemployment is lower than it has been for a number of years, this constitutes a serious problem. It presents even more of a problem for adolescents because more of them are unemployed than any other age group.

**"The greatest problem is faced by non-white adolescents, for their unemployment rate is significantly higher than that of their white contemporaries."**

The program was developed jointly by representatives of each of the sponsoring companies; by representatives of a number of Wayne State university departments; by the Detroit public schools and representatives of Plans for Progress.

Among the companies participating are Aluminum Company of America, American Motors Company, Bendix Company, Burroughs Corporation, Chrysler Corporation, Continental Motors, Federal-Mogul-Bower Bearing, Ford Motor Company, General Motors Corp., Mich. Bell Telephone Co. and Mich. Consolidated Gas Co.

**Participating schools are Chadsey High, Eastern High, Ecorse High, Foch Junior High, Greusel Junior High, Hamtramck High, Hutchins Junior High, Inkster High, Knudsen Junior High, Mackenzie High, McFarlane Junior High, Miller Junior High, Northern High, Northwestern High, and Southwestern High.**

Among the many outstanding citizens taking part in the workshops are Burton I. Gordon, executive director, Michigan Civil Rights Commission, Dr. Harold Harrison, District Administrator, Detroit Public Schools, John Simmons, Michigan Employment Security Commission, Dr. Alvin Loving, Community Action for Detroit Youth, Horace Sheffield, Trade Union Leadership Council, Robert Roselle, **Director, Mayor's Committee on Community Renewal and Dr. Henry Watts, Wayne State university.**

# 'U' Workshop Aids Minority Youth

BY JUDY TATA
Staff Writer

Convincing minority group youth to take advantage of the educational and occupational opportunities open to them is the job of the Plans For Progress Program.

It is a voluntary program under the auspices of the President's Committee on Equal Employment Opportunities.

In order to inform high school counselors and principals of the opportunities available to their students, a "Workshop for the Analysis and Study of Employment Problems of Minority Youth" was suggested by the Plans for Progress Advisory Council's Scholarship and Training subcommittee.

**UNIVERSITY HELPS**

The program was developed by the University with the assistance of business sponsors and representatives from government and local schools.

Today the University will begin a three-week workshop to acquaint about 50 counselors, principals and administrators from area high schools with the opportunities which have been opened to their students and on the qualifications required.

Dr. George Leonard, the project director and member of the college of Education's guidance and counselling division, outlined the aim of the program.

"Today, minority youth have more employment opportunities open to them than ever before, but because information available to guidance counsellors is either out-of-date or insufficient the students are not getting an adequate appraisal of what's happening in the world of work.

"Consequently, we see this workshop as making it possible to reach thousands of youngsters who need this type of information before they become the social dynamite that we hear talked about so often."

**COMPANY SPONSORS**

Leonard added that "the program would not have been possible without the active participation and cooperation of the sponsoring companies who not only furnished the money, but the time and skill to make this program a reality."

The companies sponsoring the national pilot program are: Aluminum Company of America, American Motors Company, Bendix Corporation, Burroughs Corporation, Chrysler Corporation, Continental Motors Corporation, Federal Mogul-Bower Bearing, Ford Motor Company, General Motors Corporation, Michigan Bell Telephone Company and the Michigan Consolidated Gas Company.

These corporations in conjunction with several of

(Continued on Page 2)

The Daily Collegian

SUMMER EDITION

Vol. 21 — No. 7 | Wayne State University, Detroit 2, Mich. | Monday, August 3, 1964

# Workshop Begins

(Continued from Page 1)

the departments, the Detroit Public Schools and various other civic organizations will work together to make the program a model for workshops in other communities.

Plans for Progress has hopes to extend the workshop to ten or twelve more areas by next week.

**PREPARING YOUTH**

According to A. M. Doty, manager of personnel relations of the Aluminum Company of America and head of the Plans for Progress advisory council's scholarship and training subcommittee, management has long been anxious to join with education in preparing youth for the future.

"We hope to establish a pro-to-type that will encourage other communities and give students a true picture of the business world. There are years when we hire, and years when we don't hire, regardless of race or color. We want students to get an accurate picture.

The fifteen participating schools will be: Chadsey High School, Eastern High School, Ecorse High School, Foch Jr. High School, Greusel Jr. High School, Hamtramck High School, Hutchins Jr. High School, Inkster High School, Knudson Jr. High School, Mackenzie High School, McFarlane Jr. High School, Miller Jr. High School, Northern High School, Northwestern High School and Southwestern High School.

The unique feature of the workshop will be dividing of participants into work groups of twelve to thirteen each. During the entire course of the workshop the emphasis will be on the implications of the knowledge gained through the field trips and panel discussions.

THE PRESIDENT'S COMMITTEE ON EQUAL EMPLOYMENT OPPORTUNITY - PLANS FOR PROGRESS PROGRAM

TOTAL AND NON-WHITE EMPLOYMENT: 103 COMPANIES - INITIAL AND LATEST REPORTS

(Comparison of Total and non-white employment by broad occupational groups in the 103 companies submitting both initial (Self-Analysis) and latest reports (December, 1963) ).

| | Self-Analysis (Initial) Report | | | Latest Progress Report | | | Change | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | All Employees | Non-White Employees 2/ | | All Employees 3/ | Non-White Employees 2/ | | All Employees | | Non-White Employees | |
| | | Number | % | | Number | % | Number | % | Number | % |
| Total white and blue collar employees..... | 3,945,074 | 199,961 | 5.1 | 4,245,870 | 240,899 | 5.7 | 300,796 | 7.6 | 40,938 | 20.5 |
| White-collar employees..... | 1,894,110 | 28,940 | 1.5 | 2,019,960 | 42,738 | 2.1 | 125,850 | 6.6 | 13,798 | 47.7 |
| Blue-collar employees..... | 2,050,964 | 171,021 | 8.3 | 2,225,910 | 198,161 | 8.9 | 174,946 | 8.5 | 27,140 | 15.9 |

1/ Includes data from initial and latest reports of the 103 companies which submitted "Self-Analysis" (initial) reports between January 1961 and July 1963 and subsequent reports by July 17, 1964. The number of months between initial and latest reports were:

| Months between Reports | Number of Companies | Employees Total | Employees Non-White |
|---|---|---|---|
| 6 - 11 | 7 | 115,857 | 8,219 |
| 12 - 23 | 55 | 2,360,745 | 155,063 |
| 24 - 35 | 41 | 1,769,268 | 77,617 |

2/ Non-White includes Negro, Oriental, and American Indian employees.

3/ Part of the increase in employment since the initial report was the result of more complete reporting byssome companies the latest report of one company, for example, included more than 100,000 employees not covered by its initial report.

Comparison of Employment Change

| | All Employees | Non-White Employees Number | Non-White Employees Percent |
|---|---|---|---|
| Total White & Blue..... collar employees | 300,796 | 40,938 | 13.6 |
| White Collar employees. | 125,850 | 13,798 | 11.0 |
| Blue Collar employees.. | 174,946 | 27,140 | 15.5 |

7/31/64

THE PRESIDENT'S COMMITTEE ON EQUAL EMPLOYMENT OPPORTUNITY

PLANS FOR PROGRESS PROGRAM

TOTAL AND NON-WHITE EMPLOYMENT: 168 COMPANIES - LATEST REPORTS

(Total and non-white employment in the 168 companies submitting Plans for Progress reports on or before July 17, 1964, 1/ by broad occupational groups)

| Occupational Group | All Employees | Non-white employees 2/ | |
|---|---|---|---|
| | | Number | Percent |
| Total employment..... | 5,216,958 | 305,221 | 5.9 |
| White-collar employees... | 2,449,346 | 51,962 | 2.1 |
| Blue-collar employees.... | 2,767,612 | 253,259 | 9.2 |

1/ Includes data from the most recent reports of the 168 companies that submitted at least one report by July 17,1964. Dates of reference were as follows: 2 companies, June and July 1963; 85 companies, December 1963; 40 companies, January through March 1964; 38 companies April through June 1964; 3 companies, July 1964.

2/ Non-white includes Negro, Oriental, and American Indian employees.

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May 7, 1965

Mr. Wiley A. Branton
Executive Secretary
President's Council on Equal Opportunity
1800 "G" Street, Room 703
Was hington, D. C.

Dear Wiley:

I believe you remember Ralph Creger. Enclosed is a letter which he sent to me, and a copy of my reply. I am sure that you will know best how to get his name properly considered.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj
Enclosures - 2.

Make folder: + file in U.S. Govt.

EXECUTIVE OFFICE OF THE PRESIDENT
President's Council on Equal Opportunity
WASHINGTON, D. C.

PW
PA
MJ-file

July 21, 1965

Dr. Leslie W. Dunbar
Southern Regional Council
5 Forsythe Street, N. W.
Atlanta, Georgia

Dear ~~Dr. Dunbar:~~ Les

Sent 7/27/65

Thanks for sending me "Encounter With The Future" which I found to be extremely interesting and thought provoking. I told Pat Watters that I thought that he had done a very excellent job in writing this report. Would you please send me about six (6), copies of the report for distribution to some interested people here in Washington?

I am enclosing a couple of opinions from the 5th Circuit which you may not yet have seen, but which I am certain you will find of interest.

Kind personal regards,

Sincerely yours,

Wiley

Wiley A. Branton
Executive Secretary

Make folder + file if there is not one already
Made file Under U. S. Govt

(copy of this ltr - sent to Morris Abram at PA's request 10/6/65) mj

**MEMORANDUM** August 5, 1965

To: Wiley A. Branton
President's Council on Equal Opportunity

From: Leslie W. Dunbar

Re: The Planned White House Conference on Civil Rights.

Obviously, the planners of the conference must first of all decide what they want the conference to accomplish. As one who is skeptical that conferences accomplish much, at least through their formal programs, I am not in a good position to advise on purpose. Some alternatives, however, can be mentioned:

(1) Is the purpose to draw national attention to civil rights? A conference is hardly needed.

(2) Is the purpose to manifest high-level concern for civil rights? This has already been made clear, but can be beneficially repeated.

(3) Is the purpose to educate the country? Not feasible.

(4) Is the purpose to clarify and advance the thinking of involved people? A

conference can be of some useful help if well planned and organized.

(5) Is the purpose to provide a platform for great speeches by civil rights leaders and governmental leaders? I hope not.

In short, Purposes 1, 3, and 5 seem to me to have no value or attraction. As I see it, the conference should attempt to achieve Purpose 4, and as a by-product Purpose 2. It remains at this point for me only to emphasize that by "involved persons" I do not mean simply people within the civil rights movement, but all those people who have some responsibility for decisions.

I think it will be important for the planners of the conference to avoid certain pitfalls. The conference should not be devoted to recounting how bad the situation is; the government already has an agency (Commission on Civil Rights) to do this. Nor should the conference be devoted to progress reports.

These two caveats lead to another caution and suggestion. I think the people invited to the conference should be persons who do not need either a report on how bad or how progressive things are, because they should be the kind of people who already know this. In short, my suggestion would be that the invitees be knowledgeable, involved people exclusively. I suspect there may be (there usually is) a feeling among the planners, or some of them, that the conference should be used to bring in some important persons who have avoided involvement as a means of getting them involved. I hope this tendency will be resisted for two reasons:

(a) it has seldom, if ever, worked;

(b) having such persons present in any number will require a different kind of program

On the other hand, by having involved people the risk is that you get people who want a platform, and the planners of the conference should guard against allowing anyone to use the conference in

this way. But the temptation to do so is proportionately lessened when the other conferees are all involved people themselves.

You asked me to comment on who should do the planning, and who should run the conference. I think government people are the answer to both questions. To farm out the planning of the conference to academicians or to foundation people is, more expectably than not, to get a less disinterested approach than you will if the planning is done by government staff. I would think also that someone such as the Vice President should chair the conference.

I have already said that involved, knowledgeable people should be the invitees. Specifically, I would suggest that the following groups be considered:

(a) First and second echelon staff of all the federal agencies and offices with direct responsibility for civil rights. These people should be invited as participants, not as ushers, receptionists, etc. For example, you, Bill Taylor, Francis Keppell, John Doar, Calvin Kytle, Franklin Roosevelt, etc. should be there as full time participants in the conference, and not managing it; you have clerks to do that. (Nor do I think you should be making speeches. None of you really have much to say; you can only give position papers. Government speeches, if any, should come from the President and/or Vice President.)

(b) First and second echelon staff of the leading civil rights groups; for example, I would say that Clarence Mitchell and John Morsell as well as Roy Wilkins should be invited, and perhaps also one of the lay leaders of the NAACP. I would suggest further that the invitations clearly indicate that a person was being invited, and that agencies be forbidden to send representatives other than the specific person.

(c) The state and local FEPC's and human rights commissions should be pepresented by perhaps one person each.

(d) The private human relations agencies should be the respansibility of one very knowledgeable person on the planning staff who would make up from them a list of people who could be expected to contribute to the conference. The same might be done for denominations. The point is, that there are an awful lot of good people working for private agencies and denominations, and an awful lot who would simply clutter up your meeting. I know of no formula for discrimination here, except the informed judgment of some one well acquainted person. You might, for example, establish a quota, and then get Fred Routh, or John Feild, or some similar person to fill it.

(e) I would suggest that a representative group of state and local officials be carefully selected. It should include some school superintendents, law enforcement officers, urban renewal officers, etc., North and South. I would suggest that you give consideration to including among these people some persons who are unpopular in civil rights circles; for example, Mr. Willis of Chicago or the police commissioner of New York City.

(f) A carefully selected list of the more serious academicians with an interest in the field.

(g) A similar list of serious writers. Names such as Charles Silberman, Bill Peters, and Ralph Ellison occur to me. I would recommend against, however, inviting as participants the working press; their responsibility is to report on and criticize what the conference does.

(h) Some foundation executives.

(i) A number of people not included in any of the other categories who are playing important roles. I refer, for example, to civil rights lawyers, certain conspicuous lay people (for example, Bayard Rustin, Terry Sanford, Theodore Kheel, Sylvan Meyer, Sam Williams, Benjamin Mays, etc.).

One of the products of a conference is its report. No one working for the federal government ever writes a good public report; no exception to that rule has occurred in the memory of the living. Could the planners of this conference have the wisdom and imagination to engage a writer -- a Silberman or Peters or a George McMillan or a Ben Bagdikian -- to do the report, to do it with his name on it so that he will make it good? You could, and probably should, outfit him with a small panel of editors, drawn from the participants.

The press reports I have read indicate that the conference will be concerned with "problems." Insofar as I know what this means, I would agree that this is proper concern. My only suggestion would be that the "problems" be taken up within intelligent context. All of the questions of civil rights, when they reach the point where people are disposed to settle them, come to involve in their settlement allied problems, and their solutions are limited by them. If employment, for example, is discussed, I think it should be discussed within the context of our national income and the changing manpower requirements of our economy. If the administration of justice is to be discussed, I think it should be discussed within the context of the whole system and issues such as public defenders, confessions, criminal rehabilitation, etc.

Because you are going to put on a conference this Fall and are still in the process of deciding on plans, there will be little, or probably insufficient, time for the preparation of definitive papers. I would suggest, therefore, that you consider aiming for persons who can do papers that are provocative of good discussion.

I would suggest further that you are more likely to get such papers from individuals than from a task force. I would suggest finally that the programs not be crowded, that the conferees be allowed time for corridor and coffee talk, because this is likely both to improve the conference discussions and to increase the permanent value of bringing all these people together.

Rec'd 8/12/65

file - U.S. Govt

EXECUTIVE OFFICE OF THE PRESIDENT
President's Council on Equal Opportunity
WASHINGTON, D. C.

PA
SAV
MJ: file

August 10, 1965

Dr. Leslie W. Dunbar
Southern Regional Council
5 Forsyth Street, NW.
Atlanta, Georgia 30303

Dear Les:

Many thanks for your stimulating memorandum on the proposed White House Conference "To Fulfill These Rights." As I indicated in our conversation on August 9, I am sending copies of your memorandum to all of the members of the planning committee for the Conference.

I had lunch with Louis Martin and told him of the Durham Conference and he was elated to know that there is such strong support for the continuation of V.E.P. I may get down that way this weekend and, if so, will give you a ring.

Sincerely,

Wiley

Wiley A. Branton
Executive Secretary

file cr. ref in Creger file

August 12, 1965

Mr. Wiley A. Branton
Executive Secretary
President's Council on Equal Opportunity
1800 "G" Street, N. W., Room 703
Washington, D. C.

Dear Wiley:

I am enclosing a copy of a letter received from Ralph Creger. I do not intend to write to Dr. Holcomb, not because I am opposed to Creger's getting a job, but because I simply do not know him well enough to make a recommendation for an administrative job. I suspect you know him better than I do, and I would be glad to associate myself with any recommendation you make for him.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj
Enclosure - 1. (copy of ltr. from Ralph Creger dtd Aug. 7, 1965)

# MEMO

From
J. H. WHEELER
*President*

Dear Les,

Cannot reveal how I got my hands on these -- They are for your information and background, but are not to be quoted at any time.

John

Sorry I missed seeing you last Saturday.

**MECHANICS AND FARMERS BANK**
**Durham, North Carolina**

DE LAND SERVICE-ALLEGAN, MICH. M-34A

# Atlanta Sharing Automobile Boom

By WILLIAM McCLURE
Atlanta Journal Business Editor

The country right now is in the middle of booming auto production, and Atlanta—with four automobile assembly plants—is getting its share of this extremely big car year.

Officials of General Motors and Ford here in Atlanta fairly exude satisfaction with the way car production and sales are going. And they produce figures to back up their optimism.

Their local plants are running at record, or near record, levels.

The Buick-Olds-Pontiac plant in Doraville, the Ford plant in Hapeville, and the Chevrolet and Fisher Body plants on McDonough Boulevard are all either on two shifts daily, usually with overtime, or working 10 hours daily plus Saturdays.

**THE ATLANTA** experience fits in with the national picture. April is already down in the record books as the second biggest car sales month in the country's history, and business is still on the upswing. Traditionally May is the biggest sales month of the automobile year.

There are predictions in the industry that 1963 will be the biggest car year in the country's history, topping even the all-time record of 1955 when 7.46 million cars were sold.

Atlanta's bustling car production and sales reflect this national trend.

"I've never seen anything like it," said one veteran GM official, now at Atlanta's Chevrolet plant, last week. "The car business is excellent; and we're really turning them out."

**HE WASN'T** kidding. The Chevrolet plant (which draws its bodies from the neighboring Fisher Body plant) is now running two eight-hour shifts with overtime. For the current model year to date (Sept. '62 through April '63) the plant has turned out 116,248 cars and trucks compared to 95,693 units for the corresponding period last year.

Production is also up at the Ford Motor Co's. Hapeville plant, where auto makers are working 10 hours a day, plus Saturdays, to turn out enough Falcons and Ford Galaxies to meet demand.

April production of the plant was 8,823 cars, compared with 7,479 units last April. And May is scheduled to be even bigger — 11,800 units.

**THE COMPANY'S** sales are up correspondingly. The Ford Division's Atlanta district sales in April were up 16.8 per cent over the previous month. And Galaxie sales, boosted by the '63½ sports models, were up 47.2 per cent over the previous month.

Production of Buicks, Oldsmobiles, and Pontiacs at GM's BOP plant in Doraville, where the second shift was added last month, shows similar rises in production over previous years. For the last eight months of the current model year the plant produced 69,324 cars compared with 60,050 for the same period last year.

All of this increased industrial activity, of course, pumps extra payrolls into the area's economic veins.

**FOR ATLANTA'S THREE** GM plants, combined employment currently stands at 6,695 compared to 5,150 last April.

Payroll for the past eight months (again the eight months of the current model year) was $28,029,868 compared with $22,507,233 the previous year.

At Ford's Hapeville plant, April employment was 1,661 compared to 1,434 for April a year ago.

April '63 payroll for the Ford employes came to $1,053,779, compared with $758,536 in April of '62.

If predictions are borne out and the country makes and sells a record number of cars and trucks in 1963, Atlanta's automotive plants will have done their share in setting the mark.

*Memo* FROM THE DESK OF **PAUL RILLING**

~~Statement~~

Winfield –

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acap

copy of this made for Research file
File: U.S. Govt
— file — C.O. files

## PRESIDENT'S COMMITTEE ON EQUAL EMPLOYMENT OPPORTUNITY

The Honorable
Lyndon B. Johnson, Chairman
Vice President of the U.S.
Senate Office Building
Washington 25, D. C.

The Honorable — My dear Mr.
W. Willard Wirtz, Secretary
(succeeded Secretary Arthur J. Goldberg)
U. S. Department of Labor
Washington 25, D. C.

Mr. Hobart Taylor
Executive Vice Chairman
(succeeded John Feild, Director)
Room 3826, GAO Building
441 "G" Street, N.W.
Washington, D. C.

**COMMITTEE MEMBERS**

The Honorable
Bernard L. Boutin, Administrator
General Services Administration
19th & F Streets, N. W.
Washington 25, D. C.

Mr. Donald C. Cook, President
American Electric Power Service
Corporation
2 Broadway
New York 8, New York

The Rt. Rev. Msgr. George G. Higgins, Director
National Catholic Welfare Conference
1312 Massachusetts Avenue, N. W.
Washington, D. C.

The Honorable
Luther H. Hodges, Secretary
U. S. Department of Commerce
Washington 25, D. C.

Mr. Edgar Kaiser, President
Henry J. Kaiser Company
300 Lakeside Drive
Oakland, California

Honorable
Robert F. Kennedy
U. S. Attorney General
5111 Department of Justice Building
Washington 25, D. C.

* Do not get copies

The Honorable
Fred Korth, Secretary
U. S. Department of the Navy
Washington 25, D. C.

Mrs. Mary Lasker, Philanthropist
and Founder
Mary Lasker Foundation
Chrysler Building
New York, New York

Mrs. Marjorie Lawson
1725 "K" Street, N. W.
701 RCA Building
Washington, D. C.

Mr. Fred Lazarus, Jr., Chairman
of the Board
Federated Department Stores, Inc.
222 West Seventh Street
Cincinnati 2, Ohio

The Honorable
John W. Macy, Jr., Chairman
Civil Services Commission
278 Main Building
Washington 25, D. C.

The Honorable
Robert S. McNamara, Secretary
United States Defense Department
Washington 25, D. C.
~~Mr. & Williams~~

Mr. William F. Schnitzler, Secretary-Treasurer
National AFL-CIO
(succeeded George Meany)
815 - 16th Street, N. W.
Washington 6, D. C.

Mr. Walter P. Reuther, President
United Automobile Workers of America
8000 E. Jefferson
Detroit 14, Michigan

The Honorable
Anthony J. Celebrezze, Secretary
(succeeded Secretary Abraham Ribicoff)
U. S. Department of Health, Education and
Welfare
Washington 25, D. C.

The Very Reverend Francis B. Sayre, Dean
The Washington Cathedral
Wisconsin and Massachusetts Avenues, N. W.
Washington, D. C.

The Honorable
Glenn T. Seaborg, Chairman
The Atomic Energy Commission
Washington 25, D. C.

The Honorable
Cyrus R. Vance, Secretary
(succeeded Secretary Elvis J. Stahr, Jr.)
U. S. Department of the Army
Washington 25, D. C.

The Honorable
James E. Webb, Administrator
National Aeronautics and Space
Administration
1520 "H" Street, N. W., Room 121
Washington 25, D. C.

Rabbi Jacob Joseph Weinstein
930 East 50th Street
Chicago, Illinois

Mr. John H. Wheeler
President
Mechanics and Farmers Bank
Durham, North Carolina

Mr. Howard B. Woods
Executive Director
The St. Louis Argus
St. Louis, Missouri

The Honorable
Eugene M. Zuckert, Secretary
United States Air Force
Washington 25, D. C.

Mr. David A. Schulte, Jr.
Investment Researcher
501 - 5th Avenue
New York, New York

NOTE: Mr. Robert B. Troutman (Atlanta) and Mr. Howard E. Butt, Jr. (Corpus Christi, Texas) resigned during 1962.

file

PRESIDENT'S COMMITTEE ON EQUAL EMPLOYMENT OPPORTUNITY

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Secretary of Labor
U. S. Department of Labor
Washington 25, D. C.

The Honorable
Jerry R. Holleman, Executive
Vice Chairman
Assistant Secretary of Labor
U. S. Department of Labor
Washington 25, D. C.

Hobart Taylor, Executive Vice Chrm.
~~Mr. John G. Feild~~
~~Executive Director~~
Room 3826, GAO Building
441 G. Street, N. W.
Washington, D. C.

COMMITTEE MEMBERS

The Honorable
Bernard L. Boutin, Administrator
General Services Administration
19th & F Streets, N. W.
Washington 25, D. C.

Mr. Howard E. Butt, Jr., Resigned*
Vice President, HEB Grocery Co.
Corpus Christi, Texas

Mr. Donald C. Cook, President
American Electric Power Service
Corporation
2 Broadway
New York 8, New York

The ~~Very~~ Right Reverend Monsignor
George G. Higgins, Director
National Catholic Welfare
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1312 Massachusetts Ave., N. W.
Washington, D. C.

The Honorable
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Mr. Walter P. Reuther, President
United Automobile, Aircraft,
and Agricultural Implement
Workers of America
8000 E. Jefferson
Detroit 14, Michigan

The Honorable
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The Honorable
~~Elvis J. Stahr, Jr.~~, Secretary
U. S. Department of the Army
Washington 25, D. C.

Mr. Robert B. Troutman
Attorney at Law
15 Peachtree Street, N. E.
Atlanta, Georgia

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St. Louis, Missouri

The Honorable
Eugene M. Zuckert, Secretary
United States Air Force
Washington 25, D. C.

* obtained from: INFORMATION - Newsletter #7 of Pres. Ctte (Oct. 1962)

June 1, 1954

Mr. Jacob Seidenberg
4104 Labor Department Building
Washington 25, D. C.

Dear Mr. Seidenberg:

Charlie Livermore called me about the June 16th meeting. I can't get out there unassisted travel-wise, but I would like to come or to send Mrs. Grace Hamilton of this office if the travel could be swung in some way.

Sincerely,

George S. Mitchell
Executive Director

GSM/eab

Copy to: Grace Hamilton

THE PRESIDENT'S COMMITTEE ON
GOVERNMENT CONTRACTS
WASHINGTON 25, D. C.

May 28, 1954

RECEIVED
JUN 1 1954
Southern Regional Council

Mr. George Mitchell
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta, Georgia

Dear Mr. Mitchell:

Last November, in response to the Committee's invitation, a number of private voluntary organizations conferred with it in connection with offering suggestions to help the Committee carry out its Presidential assignment. You will be interested to know that a substantial number of the suggestions made were adopted by the Committee and still others are under active consideration.

The Committee is holding a one-day work shop on June 16, 1954 at 10:00 a.m. in Room 4817, Department of Commerce Building, 14th and Constituion Avenue, N. W., Washington, D. C. to develop concrete ways in which our organizations may cooperate in furthering our common objectives.

We would like to have your organization participate in this session. In order to keep the meeting within workable limits, we would request that you send no more than two representatives.

Enclosed is a tentative program for this meeting.

We look forward to having you with us on June 16.

Sincerely yours,

Jacob Seidenberg

Jacob Seidenberg
Executive Director

Enclosure

TENTATIVE PROGRAM FOR CONFERENCE

President's Committee on Government Contracts
4104 Labor Department Building
Washington, D. C.

Date: June 16, 1954

Place: Room 4817, Department of Commerce Building
Washington, D. C.

(Note: Suggestions from participants for items for discussion are invited. This is primarily a working conference. Participation in discussion is preferable to formal statements.)

10:30 a.m. Welcome and statement for the Committee by Vice President Richard M. Nixon, Chairman, The President's Committee on Government Contracts.

Mr. James Worthy, Assistant Secretary of Commerce and member of the President's Committee presiding.

11:15 a.m. Report of Progress to Date
George L. P. Weaver (alternate for Committee member Walter P. Reuther) ~~presiding~~
Discussion leader -- Jacob Seidenberg, Executive Director, President's Committee

12:00 -1:30 p.m.
Luncheon -- no special arrangements have been made. There are many good cafeterias and restaurants in area.

1:30 p.m. Educational programs in support of national policy.
George B. McKibbin, member of President's Committee presiding
Discussion leader -- Charles Livermore, staff member
Discussion will cover areas where cooperation is needed, in building understanding and acceptance of national policy, participation in state and local conferences, use of radio and television media, distribution of pamphlet, building local contacts with procurement agencies, cooperation with field officers, and liaison relationship in educational work.

2:45 - 3:00 p.m.
Coffee period.

3:00 p.m. Compliance Procedures and Complaints
John A. Roosevelt, member of President's Committee presiding
Discussion leader -- Alvin Rucker, staff member
This session will involve a discussion of present and proposed procedures for compliance and for processing complaints and suggestions for making them more effective; development of liaison with state and local anti-discrimination bodies, presentation of case material; effective use of community wide studies by procurement agencies.

4:30 Summary

5:00 Adjournment

The following (person) (persons) will be present representing

_____

Name _____

Address _____

Name _____

Address _____

Please return this card with your reply.

outgoing of 6/23 &
incoming of 6/29
sent to Moses
Behrman 9/21/
to be returned
to this office

THE PRESIDENT'S COMMITTEE ON
GOVERNMENT CONTRACTS
WASHINGTON 25, D. C.

June 11, 1954

George S. Mitchell, Executive Director
Southern Regional Council, Inc.
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Mr. Mitchell:

I am terribly sorry to get your note about the limitations on your travel. Unfortunately, I am equally sorry to have to advise you that there is no way in which we can cover these costs. Your contribution to the conference would be of tremendous value to us, and I hope that something will be done in the future to solve this problem so that we may take advantage of your experience and help.

I was very much pleased by the well deserved grant to the Southern Regional Council, and I hope that it means that some of the pressure is off you.

Most sincerely,

Jake

Jacob Seidenberg
Executive Director

RECEIVED
JUN 17 1954
Southern Regional Council

June 23, 1954

Mr. Jacob Seidenberg
The President's Committee on Government
Contracts
Washington 25, D. C.

Dear Mr. Seidenberg:

I am sorry I can't get to the meeting, but money is money.

The things I have from time to time recommended to your Committee is that if they would see to it that some agency of the Government issues periodically, perhaps monthly, a list broken down by states and, preferably, by cities of awarded contracts covered by the provisions of the Executive Order. Everytime I propose this the doves flutter and somebody takes me aside and explains to me the facts of life: The contracts are very unevenly awarded between the states, and it is regarded as invidious to let the public know that the certain states get the lion's share of the work.

All the same, I say again that the way to get enforcement is to let people in the local areas know of the contracts to be covered by the Order. The newspapers will gobble up such news. The press interested in minorities in particular will carry it. And people, when they go to hunt for jobs will know ahead of time that they are hunting for jobs that by law must be offered fairly. If it seems impolitic to publish a single list and send it to everybody, even to states that don't get many contracts, how about publishing a list for each state and sending it out only within that state?

Once, when I raised this matter, people began to talk about the impossible clerical load of breaking down these itemized lists by states. Bosh!

Best wishes,

Sincerely yours,

George S. Mitchell
Executive Director

GSM/eab

T Staff
Circulate

THE PRESIDENT'S COMMITTEE ON
GOVERNMENT CONTRACTS
WASHINGTON 25, D. C.

June 29, 1954

RECEIVED
JUL 1 1954
Southern Regional Council

Mr. George S. Mitchell
Executive Director
Southern Regional Council, Inc.
63 Auburn Avenue, N.E.
Atlanta 3, Georgia

Dear Mr. Mitchell:

Acknowledgement is made of your recent letter proposing that further consideration be given to having one of the government agencies issue a periodic list of all government contract awards by states or cities.

This proposal has been carefully weighed a number of times, but its usefulness was questioned when all the factors, especially expense, were weighed.

However, a list is published by the Department of Commerce giving contract awards of $25,000 or over. The list is entitled "Synopsis of U. S. Government Proposed Procurement and Contract Awards" and is published five days a week. It may be subscribed to through any field office of the Department of Commerce or by writing the U. S. Department of Commerce, Field Service, Administration Service Office, Room 1300 New Post Office Building, 433 West Van Buren Street, Chicago 7, Illinois. The subscription rate is $7.00 annually.

I have been advised that the Atlanta Chamber of Commerce receives this list, but you will also find it available at the Atlanta field office of the U. S. Department of Commerce.

In addition companies awarded new government contracts are now obligated to post a government poster in a conspicuous place

stating work is being performed under government contract. This poster, we feel, will be of great assistance in making known to employees and applicants as well as to your agency the firms working on federal government contracts.

I regret your inability to attend the recent meeting here, but your continued cooperation is appreciated.

Sincerely yours,

Jacob Seidenberg

Jacob Seidenberg
Executive Director

Information from the President's Committee on Government Contracts, Washington 25, D. C.

RECEIVED
11/12/54
Southern Regional Council

For Release November 10, 1954

PRESS RELEASE

Attached is a copy of the notice which all contracts signed after December 2, 1954 will require to be posted by Federal Government contractors and subcontractors.

They will be distributed in accordance with the procedures of the various contracting agencies of the Federal Government.

Phone: Executive 3-2420
extension 1570

Attachment

notice to A. H.

# A GENERAL STATEMENT REGARDING *the Implementation of the National Program for* EQUAL ECONOMIC Opportunity

THE PRESIDENT'S COMMITTEE
ON GOVERNMENT CONTRACTS
Washington 25, D. C.

## THE PRESIDENT'S COMMITTEE ON GOVERNMENT CONTRACTS

The Honorable RICHARD M. NIXON, *Chairman*
Vice President of the United States

The Honorable JAMES P. MITCHELL, *Vice Chairman*
Secretary of Labor

Fred Lazarus, Jr., President,
Federated Department Stores
Cincinnati, Ohio

George B. McKibbin
Consultant to the Administrator
General Services Administration

George Meany, President,
The American Federation of Labor
Washington, D. C.

William Mitchell
General Counsel
Atomic Energy Commission

James M. Nabrit, Jr.
Secretary, Howard University
Washington, D. C.

The Honorable
Thomas P. Pike
Assistant Secretary
Department of Defense

Mrs. Helen Rogers Reid
Chairman of the Board
New York *Herald Tribune*
New York, N. Y.

Walter P. Reuther
President
Congress of Industrial Organizations
Washington, D. C.

The Honorable
William P. Rogers
Deputy Attorney General

John Roosevelt
President, Lee Limited
New York, N. Y.

Ivan L. Willis
Vice President
International Harvester Company
Chicago, Ill.

John Minor Wisdom
Attorney
New Orleans, La.

The Honorable
James C. Worthy
Assistant Secretary of Commerce

# Foreword

Executive Orders 10479 and 10557 set forth specific responsibilities to be assumed by the President's Committee on Government Contracts and by the contracting agencies of the Government. General implementing recommendations are essential to the success of the program. This document presents general recommendations which have been cooperatively developed and agreed to by the President's Committee on Government Contracts and the principal contracting agencies of the Government to achieve uniformity of approach toward the ultimate goal of equal employment opportunity.

While the Executive orders contemplated that each of the numerous contracting agencies of the Government will carry out its responsibilities in implementing the nondiscrimination program within the framework of its own organizations and procedures, it is considered desirable that there should be a common basic pattern of approach for all agencies. This common basic pattern should be based on cooperation and coordination with industry.

The program involves two aspects—educational and procedural. While administrative compliance



323322°—55

procedures involve phases of the educational program, we believe that the purposes of the national program can best be served through separate development of these two aspects. This particular document deals with procedural aspects.

The purpose of this pamphlet is to provide guidance for the contracting agencies of Government and the representatives of industry who are responsible for the successful execution of Government contracts.

*January 1955*

# Implementation

The implementation of Executive Orders 10479 and 10557 consists of eliminating discrimination under Government contracts to the extent provided in the nondiscrimination clause set forth in Executive Order 10557. This necessarily involves the distribution of information, the conduct of compliance reviews, investigations of allegations of noncompliance, and where necessary, successful execution of appropriate compliance action.

## A. *Distribution of Information*

(1) General information relating to the nondiscrimination program will normally be distributed by the President's Committee on Government Contracts. Such information may be transmitted either through governmental or nongovernmental channels.

(2) Information relating to contractual provisions will be transmitted through the

contracting agencies and will be made available to contractors to the extent and in the manner provided in the regulations of each of the contracting agencies.

## B. *Compliance Reviews*

Contracting agencies should provide in their regulations a requirement for review and appraisal of contractor's compliance with the provisions of the nondiscrimination clause. The compliance review is a means whereby progress in the nondiscrimination program may be measured, and invaluable information furnished to the President's Committee on Government Contracts in furtherance of the educational phase of the program. The frequency and scope of compliance reviews are matters to be decided internally by the Contracting Agencies.

However, it should be recognized that these reviews afford an excellent opportunity for furtherance of the nondiscrimination pro-

gram through education, mediation, conciliation and cooperative development of the program with industry. Information developed by the contracting agencies during compliance reviews will assist the Committee on Government Contracts in the preparation of their reports to the President.

Suggestions for a compliance review are set forth below:

(1) Observe whether the contractor has complied with the provisions of the nondiscrimination clause in;

(a) Posting of notice;

(b) Including the clause in his subcontracts;

(c) Recruitment and employment;

(d) Upgrading;

(e) Layoff, termination or transfer;

(f) Establishing rates of pay or other compensation;

(g) Selection for training, including apprenticeship.

(2) Observe the employment pattern of the contractor with respect to compliance with the terms of the contract.

(3) Offer such appropriate suggestions as might assist the contractor in complying with his contractual obligations.

## C. *Investigations*

Where allegations are made that a contractor is not in compliance with the provisions of the nondiscrimination clause, appropriate action should be taken by the contracting agency to assure prompt investigation of these allegations.

Such an investigation should generally include:

(1) An interview with the complaining individual to confirm whatever allegations are made in the complaint and to obtain whatever additional information may be necessary for an effective investigation;

(2) A review with responsible representatives of management of the pertinent personnel practices;

(3) A review of the circumstances under which noncompliance is alleged to exist or have existed; and

(4) A review of such other factors as may be relevant in determining whether the contractor or subcontractor is in compliance with the provisions of the nondiscrimination clause in his contract or subcontract.

Recognizing that differences exist in the administrative policies and procedures of the various contracting agencies, we have purposely refrained from suggesting specific questions or a specific modus operandi in connection with the conduct of investigations.

## D. *Compliance Action*

Contracting agencies from time to time during compliance review or investigations



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may advance suggestions to contractors designed to improve the general performance of contractors with respect to the nondiscrimination policy. In some instances these suggestions may be advanced formally and in other instances informally. Exceptions taken by the contractor to these suggestions should receive most careful consideration. The object of the Government agencies should be to make every effort to develop this program on a cooperative basis with contractors.

### E. *Reports*

From time to time reports will be requested by the President's Committee. In general these reports will be concerned with the following aspects of the compliance program:

(1) Regulations and administrative machinery for determining noncompliance and for obtaining corrective action.

(2) The operating experience of the agencies in connection with this program.

(3) Reports of compliance investigations and actions.

Since the President's Committee on Government Contracts is required to make periodic reports to the President, it plans to use the submitted reports as a basis for evaluating the programs of the agencies and their effects on the problems of discrimination in employment, and as a basis for submitting recommendations to the President for making the national program more effective.

*Executive Order 10479*

# ESTABLISHING THE GOVERNMENT CONTRACT COMMITTEE

Whereas it is in the interest of the Nation's economy and security to promote the fullest utilization of all available manpower; and

Whereas it is the policy of the United States Government to promote equal employment opportunity for all qualified persons employed or seeking employment on Government contracts because such persons are entitled to fair and equitable treatment in all aspects of employment on work paid for from public funds; and

Whereas it is the obligation of the contracting agencies of the United States Government and Government contractors to insure compliance with, and successful execution of, the equal employment opportunity program of the United States Government; and

Whereas existing Executive orders require the Government contracting agencies to include in their contracts a provision obligating the Government contractor not to discriminate against any employee or applicant for employment because of race, creed,

color, or national origin and obligating the Government contract to include a similar provision in all subcontracts; and

Whereas a review and analysis of existing practices and procedures of Government contracting agencies show that the practices and procedures relating to compliance with the nondiscrimination provisions must be revised and strengthened to eliminate discrimination in all aspects of employment:

Now, therefore, by virtue of the authority vested in me by the Constitution and statutes, and as President of the United States, and pursuant to the authority conferred by and subject to the provisions of section 214 of the act of May 3, 1945, 59 Stat. 134 (31 U. S. C. 691), it is ordered as follows:

*Section 1.* The head of each contracting agency of the Government of the United States shall be primarily responsible for obtaining compliance by any contractor or subcontractor with the said nondiscrimination provisions of any contract entered into, amended, or modified by his agency and of any subcontract thereunder, and shall take appropriate measures to bring about the said compliance.

*Section 2.* The head of each contracting agency shall take appropriate measures, including but not

limited to the establishment of compliance procedures, to carry out the responsibility set forth in section 1 hereof.

*Section 3.* There is hereby established the Government Contract Committee, hereinafter referred to as the Committee. The Committee shall be composed of fourteen members as follows:

(a) One representative of the following-named agencies to be designated by the respective heads of such agencies: the Atomic Energy Commission, the Department of Commerce, the Department of Defense, the Department of Justice, the Department of Labor, and the General Services Administration.

(b) Eight other members to be appointed by the President. The Chairman and Vice Chairman shall be designated by the President.

*Section 4.* The Committee shall make recommendations to the contracting agencies for improving and making more effective the nondiscrimination provisions of Government contracts. All contracting agencies of the Government are directed and authorized to cooperate with the Committee and, to the extent permitted by law, to furnish the Committee such information and assistance as it may require in the performance of its functions under this order. The Committee shall establish such

rules as may be necessary for the performance of its functions under this order, and shall make annual or semiannual reports on its progress to the President.

*Section 5.* The Committee may receive complaints of alleged violations of the nondiscrimination provisions of Government contracts. Complaints received shall be transmitted by the Committee to the appropriate contracting agencies to be processed in accordance with the agencies' procedure for handling such complaints. Each contracting agency shall report to the Committee the action taken with respect to all complaints received by the agency, including those transmitted by the Committee. The Committee shall review and analyze the reports submitted to it by the contracting agencies.

*Section 6.* The Committee shall encourage the furtherance of an educational program by employer, labor, civic, educational, religious, and other voluntary nongovernmental groups in order to eliminate or reduce the basic causes and costs of discrimination in employment.

*Section 7.* The Committee is authorized to establish and maintain cooperative relationships with agencies of State and local governments, as well as with nongovernmental bodies, to assist in achieving the purposes of this order.

*Section 8.* The Government agencies (except the Department of Justice) designated in section 3 (a) of this order shall defray such necessary expenses of the Committee as may be authorized by law, including section 214 of the act of May 3, 1945, 59 Stat. 134 (31 U. S. C. 691); provided that no agency shall supply more than 50 percent of the funds necessary to carry out the purposes of this order. The Department of Labor shall provide necessary space and facilities for the Committee. In the case of the Department of Justice the contribution shall be limited to the rendering of legal services.

*Section 9.* Executive Order No. 10308 of December 5, 1951 (16 F. R. 12303) is hereby revoked and the Committee on Government Contract Compliance established thereby is abolished. All records and property of the said Committee are transferred to the Government Contract Committee. The latter Committee shall wind up any outstanding affairs of the abolished Committee.

THE WHITE HOUSE

*August 13, 1953.*

*Executive Order 10557*

## APPROVING THE REVISED PROVISION IN GOVERNMENT CONTRACTS RELATING TO NONDISCRIMINATION IN EMPLOYMENT

Whereas the contracting agencies of the United States Government are required by existing Executive orders to include in all contracts executed by them, a provision obligating the contractor not to discriminate against any employee or applicant for employment because of race, creed, color, or national origin, and obligating the contractor to include a similar clause in all subcontracts, and

Whereas the Committee on Government Contracts is authorized by Executive Order 10479, as amended, to make recommendations to the contracting agencies for improving and making more effective the nondiscrimination provision of Government contracts, and

Whereas the Committee on Government Contracts, in consultation with the principal contracting agencies of the Government, has recommended that

in the future the contracting agencies of the Government include in place of, and as a means of better explaining, the present nondiscrimination provision of Government contracts, the following provision:

"In connection with the performance of work under this contract, the contractor agrees not to discriminate against any employee or applicant for employment because of race, religion, color, or national origin. The aforesaid provision shall include, but not be limited to, the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The contractor agrees to post hereafter in conspicuous places, available for employees and applicants for employment, notices to be provided by the contracting officer setting forth the provisions of the non-discrimination clause.

"The contractor further agrees to insert the foregoing provision in all subcontracts hereunder, except subcontracts for standard commercial supplies or raw materials."

Now, therefore, by virtue of the authority vested in me by the Constitution and statutes, and as President of the United States, and in order to clarify

and strengthen the provisions of the existing orders, it is ordered as follows:

*Section 1.* The contract provision relating to nondiscrimination in employment, recommended by the Committee on Government Contracts, is hereby approved.

*Section 2.* The contracting agencies of the Government shall hereafter include the approved nondiscrimination provision in all contracts executed by them on and after a date ninety days subsequent to the date of this order, except:

a. contracts and subcontracts to be performed outside the United States where no recruitment of workers within the limits of the United States is involved; and

b. contracts and subcontracts to meet other special requirements or emergencies, if recommended by the Committee on Government Contracts.

*Section 3.* The General Services Administration shall take appropriate action to revise the standard Government contract forms to accord with the provisions of this order.

THE WHITE HOUSE

*September 3, 1954*

## STAFF OF THE PRESIDENT'S COMMITTEE ON GOVERNMENT CONTRACTS

*Professional Staff*

Jacob Seidenberg
*Executive Director*
Samuel Abbell
Charles P. Livermore
Raymond C. Shelkofsky

*Clerical and Administrative Staff*

Doris E. Hollingsworth
Catherine C. O'Brien
Dorothy Psathas
Hortense B. Thompson

## PRINCIPAL CONTRACTING AGENCIES

Department of Agriculture
Atomic Energy Commission
Central Intelligence Agency
Department of Commerce
Department of Defense
Defense Materials Procurement Agency
Federal Civil Defense Administration
Federal Communications Commission
Federal Power Commission
Federal Trade Commission
General Accounting Office
General Services Administration
Government Printing Office
Department of Health, Education, and Welfare
Housing and Home Finance Agency
Department of the Interior
Department of Justice
Department of Labor
National Advisory Committee for Aeronautics
Panama Canal Company
Post Office Department
Railroad Retirement Board
Selective Service System
Department of State
Tennessee Valley Authority
Department of the Treasury
Veterans Administration

U. S. GOVERNMENT PRINTING OFFICE: 1955

April 15, 1955

The President's Committee
on Government Contracts
Washington 25, D.C.

Gentlemen:

Kindly forward to the Southern Regional Council, Inc. at the above address loo copies of your pamphlet entitled "Equal Job Opportunity is Good Business."

We have found this material most useful in our field of endeavor and are appreciative of the opportunity to avail ourselves of them.

Sincerely yours,

Mrs. Rae Fiszman
Secretary

rnf

(Mrs.) Rae N. Fiszman
Secretary

May 19, 1955

The President's Committee on
Government Contracts
Washington 25, D.C.

Gentlemen:

About one month ago this office requested from you about 100 copies of your booklet "Equal Job Opportunity is Good Business."

To date we have not received any of these pamphlets. We feel these booklets are of great value in our work and request once more that they be sent to us if possible.

Thank you for your kind attention to this matter.

Sincerely,

(Mrs.) Rae N. Fiszman
Secretary

March 16, 1956

President's Committee on Government Contracts
Washington 25, D.C.

Dear Sirs:

We receive with profit two copies of your Second Annual Report. I have twelve State organizations in the South to each of which I would like to send a copy. Can you send me twelve more?

Sincerely,

George S. Mitchell
Executive Director

GSM:mcf

Copies: FRR
JH
CHP

March 23, 1956

Miss Margaret Garrity
The President's Committee on Government Contracts
Washington 25, D.C.

Dear Maggie:

How very nice to have the reports from you.

I look forward to the good company in Albemarle County in May.

Sincerely,

George S. Mitchell
Executive Director

GSM:mef

# Southern Regional Council, Inc.

ROOM 432, 63 AUBURN AVENUE, N.E. ATLANTA 3, GEORGIA

GEORGE S. MITCHELL,
EXECUTIVE DIRECTOR


A Council to attain, through research and action, the ideals and practices of equal opportunity for all peoples in the South.

March 22, 1962

To Each State Director:

Here is a good chance of using the procedures of getting compliance under the Executive order on fair employment - government contracts.

Sincerely,

George S. Mitchell

George S. Mitchell
Executive Director

GSM:mef

RECEIVED MAR 22 1956

THE PRESIDENT'S COMMITTEE ON
GOVERNMENT CONTRACTS
WASHINGTON 25, D. C.

March 20, 1956

Dr. George S. Mitchell
Executive Director
Southern Regional Council, Inc.
Room 432
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear George:

Enclosed are twelve copies of the Second Annual Report which you asked for in your letter of March 16th.

Sincerely yours,

Maggie
Margaret Garrity

Enclosures

P. S. I'm looking forward to seeing you in May in Virginia.

April 9, 1956

Mr. Charles Livermore
The President's Committee on Government Contracts
Washington 25, D.C.

Dear Charles:

Thanks very much for the speedy cooperation in sending us the series of publications which the President's Committee has published. Would it be possible for you to send us the dates and locations and names of firms which have actually hired Negro people on a non-discriminatory basis since May, 1954, in the South? If you wish we would keep the actual names confidential but we would like a record of them for our files and a tally of them for our publication - Inventory of Desegregation.

Please thank Maggie Garrity for me for her P.S. and the information contained therein.

Best regards. Will see you at the NAIRO Board meeting in Detroit.

Cordially,

Frederick B. Routh,
Assistant Director

FBR:mef

THE PRESIDENT'S COMMITTEE ON
GOVERNMENT CONTRACTS
WASHINGTON 25, D. C.

RECEIVED APR 7 1956

April 4, 1956

Mr. Frederick B. Routh
Assistant Director
Southern Regional Council, Inc.
Room 432
63 Auburn Avenue, N. W.
Atlanta 3, Georgia

Dear Fred:

I too, am sorry, that I missed you at the Washington Conference. I had to get my car out of a no-parking zone, so I couldn't wait around to see the people.

Margaret Garrity is with our organization and, as a matter of fact, because I am going out of town, I am asking her to look your letter over in more detail and see if she can add anything which would be of use to you.

We are sending you a series of publications which we have got out and also are asking that copies of the Annual Reports be sent to you. If you want more don't hesitate to write.

Looking forward to seeing you soon.

Yours Sincerely,

Chas.

Charles Livermore

Fred:

Ross Clinchy is Exec. Dir of the President's Committee on Government Employment Policy, U. S. Civil Service Building, Washington 25, D. C. He can send you their material. If you want anything else, please let us know —

Maggie

April 20, 1956

Mr. Maxwell Abbell
Chairman
The President's Committee on
Government Employment Policy
Washington 25, D. C.

Dear Mr. Abbell:

Many thanks for your letter of April 16th about the meeting coming up in Washington May 24th.

I will be present for some of it, but I don't know for how much. I promised to meet with some labor people in Washington some of that day also. But count me in, and I will look forward to hearing what goes on.

Sincerely,

George S. Mitchell
Executive Director

GSM/eab

RECEIVED APR 20 1956

THE PRESIDENT'S COMMITTEE
ON
GOVERNMENT EMPLOYMENT POLICY
WASHINGTON 25, D. C.

April 16, 1956

Mr. George S. Mitchell
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta, Georgia

Dear Mr. Mitchell:

As you may know, the President's Committee on Government Employment Policy was established in January of 1955 to implement the Administration's policy of non-discrimination in the personnel actions of the Federal civil service. It is a "sister" committee to the Committee on Government Contracts which was created in 1953.

We are conscious of the fact that there has been little opportunity for organizations working in the field of inter-group relations to be fully informed on the work of our Committee during its first year of existence, or to become acquainted with its members. We are also anxious to have the benefit of the advice and suggestions these organizations might have regarding the general problems with which we are commonly concerned. With the exception of a few individual conferences, there has been little opportunity for this Committee to profit from the wide experience of the inter-group organizations in this country.

Believing that a "meeting of the minds" on the work which the Committee has before it would be helpful to all concerned, we are planning a one-day conference to be held here in Washington on Thursday, May 24, 1956. The meeting will be held in the Congressional Room of the Willard Hotel. The enclosed agenda outlines the program. You will note that our luncheon speaker will be Dr. Arthur S. Flemming, Director of the Office of Defense Mobilization. We have tried to arrange a program which will present all sides of the problem and which will allow for ample discussion.

We would like very much to have at least two representatives from your organization attend the conference, and we hope that you will be one of these. Since there are more than two million workers in the employ of the Federal government, we believe that the success of our work has great potentialities for the aims toward which all of us are working.

The only cost involved in the conference itself would be the luncheon cost of $3.00 per person, to be paid at the meeting. We will need to know as soon as possible how many reservations you will want for this luncheon. We would also be glad to make any overnight reservations at the Willard which those attending might want to have; this information would also be necessary at the earliest possible date.

Hoping that we may have you and your associates with us for this occasion,

Very sincerely yours,

Maxwell Abbell

Maxwell Abbell
Chairman

Enclosure

P.S. We would like to have your president or Board Chairman as the second representative, if possible.

THE PRESIDENT'S COMMITTEE ON GOVERNMENT EMPLOYMENT POLICY
Washington 25, D. C.

AGENDA FOR MAY CONFERENCE

Date: Thursday May 24, 1956
Place: The Congressional Room, Willard Hotel, Washington, D. C.
Topic: "Equal Job Opportunity in the Federal Service"

10:30 a.m. Opening Session:

Welcome by Maxwell Abbell, Chairman of the President's Committee
Remarks by Maxwell M. Rabb, The White House

Talk: "The Program of the President's Committee", Dr. Archibald J. Carey, Jr., Vice Chairman of the Committee

Talk: "The Problem as seen by the Government Agency", Mr. James P. Goode, Assistant Secretary of the Air Force.

Open discussion.

12:00 - 2:00 p.m. Luncheon. Talk by Dr. Arthur S. Flemming, Director, Office of Defense Mobilization

2:15 p.m. Talks by R. Maurice Moss, Assistant Director of the National Urban League, and Benjamin Epstein, National Director of the Anti-Defamation League.

Subject: "The Problem as seen by the Inter-Group Relations Agency"

3:15 - 4:30 p.m. Open discussion

4:30 p.m. - Adjournment.

RECEIVED JUL 13 1956

THE PRESIDENT'S COMMITTEE ON GOVERNMENT EMPLOYMENT POLICY

Washington, D. C.

Summary Notes on Conference on Non-Discrimination in the Federal Service

On May 24, 1956, representatives of twenty-four intergroup relations organizations and of an equal number of Federal agencies met with the President's Committee on Government Employment Policy to discuss the program of the Committee and the problems with which all those present were mutually concerned. Following is a brief digest of the major points and ideas brought forth at the conference.

The conference was opened at 10:30 a.m. by the Chairman of the President's Committee, Mr. Maxwell Abbell. Mr. Abbell welcomed to the meeting the representatives of the intergroup relations organizations and of the Federal agencies who were present. He pointed out that the purpose of the conference was to outline the work of the President's Committee and to have the constructive suggestions of those present put forth for general discussion.

Mr. Abbell then introduced Mr. Maxwell Rabb, Secretary to the Cabinet, who welcomed the group on behalf of the White House and discussed the importance of the work of the President's Committee. Mr. Rabb indicated that in many respects the Committee was pioneering in a specialized area of human relations, and that he had found its members to be a very dedicated and hard-working group.

The Chairman then introduced Mr. Archibald J. Carey, Jr., Vice-Chairman of the Committee, who spoke to the group about the work of the President's Committee since its first meeting in March of 1955. Mr. Carey told the story of the Committee by outlining the various methods which it has been using in working with the Federal agencies to strengthen the non-discrimination policy. These have included the adoption of regulations, the dissemination of information to the agencies through a series of memoranda, and meetings in several parts of the nation with representatives of field agencies of the government. He talked about the work of the Committee in reviewing complaints handed to it under the prescribed procedures. Finally, he discussed the survey of Negro employment being conducted with the cooperation of the agencies in six of the major cities of the nation. These were the major avenues through which the Committee was approaching its task, and it will continue to develop new techniques as time goes on.

The Chairman introduced Mr. W. Arthur McCoy, a member of the Committee and former chairman of the Fair Employment Board. Mr. McCoy outlined a brief history of the non-discrimination program in the Federal civil service.

He then introduced Mr. James Goode, Deputy Assistant Secretary of the Air Force and the Employment Policy Officer for that Department.

Looking at the non-discrimination policy from the point of view of its administration in one of the larger governmental departments, Mr. Goode discussed the methods used by the Air Force in carrying out the policy. He particularly stressed the attempts made to inform all personnel of the regulations and of their rights under the complaint procedure. While he found himself in complete accord with the Committee's objectives, Mr. Goode raised one or two points about the present procedures which he wished to call to the group's attention for its interest. He realized the benefits which accrued from the complaint procedure, but he wondered whether the same sort of review should be used in the large agencies as in the smaller ones - particularly in view of the decentralization of authority in the larger agencies. Secondly, he wondered whether or not some procedure ought to be developed for separating appeals of substance from those without real validity at some lower level of authority. Thirdly, he suggested that there might be a requirement for relevancy of evidence in complaints of discrimination, citing examples of recent cases in which the evidence offered was not really pertinent to the question of discrimination. Lastly, Mr. Goode brought up the question of review by the Committee of cases in which the complainant had withdrawn from the situation at some earlier point, thereby, in his opinion, terminating the case. All of these points, Mr. Goode suggested, might be considered by the Committee in the future course of its operations.

The remainder of the morning session was devoted to general discussion, with questions from the delegates. Mr. Goode was asked to what extent the Air Force attempted to change local community patterns which conflicted with Air Force policy in some areas; he answered that since the policy applied only to base areas, there was no general attempt to dictate to the localities in which these bases were established. Another question was directed to the case load of the Committee during its first year of existence. Committee members were asked about the possibility of receiving complaints from organizations rather than from individuals, and whether or not the Committee checked the "pattern" of an agency in reviewing complaints. Chairman Abbell answered in the affirmative to both questions. In the final question of the morning, Mr. Nathan of the American Jewish Congress brought up the matter of the policy on American bases in some areas of the Near East of not employing Americans of Jewish faith.

During the luncheon period, the group was addressed by Dr. Arthur S. Flemming, Director of the Office of Defense Mobilization. Looking at the matter of fair employment practices from the point of view of his own work,

Dr. Flemming felt that the heart of the matter went back to the Commandment, "Thou shalt love thy neighbor as thyself." This, he believed, means to help our neighbor realize his highest possibilities. Government, if staffed by men who accept this creed, can be a tremendous force in realizing this objective and in enabling the spiritual forces of the world to prevail.

The first speaker of the afternoon session was Colonel Harold Riegelman of New York City, representing the American Jewish Committee. Colonel Riegelman asked first to reply to Mr. Goode's suggestions at the morning session. To Mr. Goode's point that there should be a greater decentralization of review of complaints, Colonel Riegelman replied that he felt this would be unwise unless the Committee's case load should increase well above its present load. Mr. Goode had also suggested that those cases should be closed in which the complainant withdrew voluntarily during the process of investigation; Colonel Riegelman felt that this might initiate the abuse of forcing a complainant to resign.

Colonel Riegelman then brought to the attention of the conference a matter which he and the American Jewish Committee felt should be of grave concern to the Committee. This was the current policy of the American Armed Forces and diplomatic missions to screen their personnel to exclude American citizens of Jewish faith from service in the Arabic countries (with the exception of Egypt). Colonel Riegelman stated that this was a complete denial of the non-discrimination policy of the Federal service. On behalf of the American Jewish Committee, therefore, Colonel Riegelman submitted three proposals:

1. That the Government should direct all departments to discontinue all conduct which cooperates with Arab discrimination.

2. That the Government should make insistent representations to the Arab governments to induce them to abandon such discrimination.

3. That the Government should stipulate that all contracts, trade agreements, executive agreements and treaties should include provisions to insure equal treatment of all Americans.

The second speaker of the afternoon was Mr. Benjamin Epstein, National Director of the Anti-Defamation League of B'nai B'rith. Mr. Epstein was introduced by the Honorable J. Ernest Wilkins, Assistant Secretary of Labor and a member of the President's Committee. Mr. Epstein centered his discussion on the point that while in its general operations the Federal civil

service has been historically fair and democratic, in recent years prejudice had entered a specific area of operations - namely, the government's security program. This program, said Mr. Epstein, has disproportionately affected members of minority groups, for a number of reasons which Mr. Epstein clearly outlined. In particular, anti-Semitism has been evident in several well publicized cases. The speaker suggested that there is need for a reversal of the "guilty-until-proved-innocent" method of suspending Federal employees against whom security risk charges had been filed. Secondly, there is a real need for better training and stricter qualifications for security officials. Lastly, the program should grant to the accused the right to precise information on the charges against him. These reforms, Mr. Epstein believed, should be of interest to the Committee in the light of its general objectives.

Mr. R. Maurice Moss, Associate Director of the National Urban League, was then introduced by Mrs. Jane Warnock, a member of the President's Committee. Mr. Moss commended the Committee on the efforts it had made to date in working toward its objectives, but suggested that there were still a number of matters involving racial discrimination which the Committee had yet before it. Recognizing that the total number of Negroes in the Federal service was increasing, Mr. Moss noted that they are still not far up the grade scale in terms of their total numbers. Secondly, the pattern of Negro employment was still spotty; some agencies have a far less percentage than others. Furthermore, it is still quite difficult for Negroes to transfer from one agency to another at the same grade level. All of these problems, Mr. Moss stated, indicate that there is still a considerable area for improvement as far as the Negro's status in the Federal service is concerned.

For the remainder of the afternoon, the meeting was again thrown open to general discussion. A few of the high-lights of this discussion can be noted:

How can the available manpower of the minority groups and the needs of agencies be brought together? Mr. Wilkins and Mr. Carey pointed out that in all of the Committee's field conferences there was an attempt to bridge this gap, and that agencies were being encouraged to establish a working relationship with minority organizations.

What about the greater dissemination of information about the Committee's work? Mr. McCoy outlined the various attempts made by the Committee to improve this, including the mailing of material to schools and colleges around the nation.

One pertinent matter that was discussed particularly by the government representatives present was the increasingly evident fact that too many of the complaints being received by agencies were found to have insufficient grounds for justification. This was not felt to be an indication of lack of discrimination, but that agencies seemed to be getting more of the invalid complaints than the valid. There was some discussion as to how the problem could be attacked. Mr. Abbell added that the intergroup agencies might help in this by discouraging cases which were plainly without foundation, and giving backing to the valid ones.

There were other pertinent suggestions. One was that the Committee meet with representatives of state and local FEPC groups as it had done today with public organizations. It was also suggested that government agencies do a little talent hunting within their own organizations for promising members of minority groups. The representative of the National Conference of Christians and Jews pointed out that there were a large number of workshops in human relations being held across the country during the summer which might be of interest to government personnel concerned with the non-discrimination policy.

The conference was adjourned at 4:30 p.m.

August 1, 1956

Miss Margaret Garrity
The President's Committee on Government Contracts
Washington 25, D. C.

Dear Maggie:

Thank you for your generosity in sending us twelve copies of the Manual. I am sending you a list of our state directors so that you may place them on your mailing list.

If I am not mistaken, however, this was done some time ago, and you might check your mailing list for their names.

I have passed your warm regards on to George and John, and they return them raised to the second power.

We will be glad to share any material we have with you for the Minority Manpower Conference being held in December. We expect most of our information in the special investigating program to be complete by September.

Cordially,

Frederick B. Routh
Assistant Director

FBR:mef

August 6, 1956

The President's Committee on Government Contracts
Washington 25, D. C.

Gentlemen:

The Council is interested in receiving a copy of the film "Commencement", 16 mm, for viewing. We are interested in the possibility of using this film in the work of the Council.

If you could possibly lend us a copy of this film for a short while, we would appreciate it greatly.

Thank you for your consideration in this matter.

Sincerely,

John Constable
Information Service

JC:mbo

THE PRESIDENT'S COMMITTEE ON
GOVERNMENT CONTRACTS
WASHINGTON 25, D. C.

August 7, 1956

Mr. Frederick B. Routh
Assistant Director
Southern Regional Council, Inc.
63 Auburn Avenue, Northeast
Atlanta 3, Georgia

Dear Fred:

Thank 's for the list of names of your state directors, we are sending it through again so that they will be added to our mailing list, and in the future will receive all the publications of our office.

Thank you also for the material you have offered to share with us, which you will develop from your special investigating program.

Best wishes to all in the office.

Sincerely yours,

Maggie

Margaret Garrity

July 23, 1956

Miss Margaret Garrity
Assistant Director of Education
The President's Committee on Government Contracts
Washington 25, D. C.

Dear Maggie:

We have recently received in this office a copy of a new booklet dated March, 1956 and entitled Equal Job Opportunity Program. As you know, we have twelve affiliated state organizations throughout the South and we are interested in keeping them aware of developments in the field of human relations and of all Federal activities in the area of employment by merit. We would appreciate very much twelve additional copies of this booklet for distribution to our state affiliates.

Best personal regards.

Cordially yours,

Frederick B. Routh
Assistant Director

FBR:mbo

September 17, 1956

Miss Margaret Garrity
The President's Committee on Government Contracts
Washington 25, D.C.

Dear Miss Garrity:

In accordance with your letter of August 9, 1956, we are asking for an extension on the loan of the film, "Commencement".

It is necessary for a number of persons on the staff to see this film, and we have been so busy that we have been unable to get everyone together. And so, if you will be so kind as to grant us the request for extension, we will be very grateful.

Sincerely yours,

John Constable
Information Service

RECEIVED AUG 10 1956

THE PRESIDENT'S COMMITTEE ON
GOVERNMENT CONTRACTS
WASHINGTON 25, D. C.

August 9, 1956

Mr. John Constable
Information Service
Southern Regional Council, Inc.
Room 432 - 63 Auburn N. E.
Atlanta 3, Georgia

Dear Mr. Constable:

We are sending you today a 16 mm print of our film "Commencement", and placing it with you for a period of one month. Should you need it for a longer period of time, we will be more than glad to give you an extension on the loan.

Enclosed are copies of two of the recent publications of the Committee, "Mr. Executive, Seven Questions", and "The Story of the President's Committee on Government Contracts. Also enclosed are copies of a form which we ask you to fill in and return to us after each showing of the film, and some background material which you might find valuable.

Thank you very much for your cooperation in our program.

Sincerely yours,

Margaret Garrity

Margaret Garrity

THE PRESIDENT'S COMMITTEE ON
GOVERNMENT CONTRACTS
WASHINGTON 25, D. C.

September 19, 1956

Mr. John Constable
Information Service
Southern Regional Council, Inc.
Room 432 - 63 Auburn Ave., N.E.
Atlanta 3, Georgia

Dear Mr. Constable:

In Miss Garrity's absence, I am answering your letter of September 17 requesting an extension of time on the loan of the film, "Commencement."

While you did not state how long you wish to retain the print, it is perfectly agreeable with us to extend the time until you have completed your scheduled showings. I assume that November 1st will be sufficient time for your purposes; however, if a further extension is desired, please write us.

We will appreciate your completing and sending us copies of the form which we sent you in order that we may have records of each showing of the film.

Thank you very much.

Sincerely yours,

Raymond C. Shelkofsky

Raymond C. Shelkofsky
Administrative Officer

October 19, 1956

Miss Margaret Garrity
The President's Committee on Government
Contracts
Washington 25, D. C.

Dear Margaret:

I'm getting ready for some travelling, and in future years I shall wish to know how a letter can expect to reach you. May I have your Arlington address?

Sincerely,

George S. Mitchell
Executive Director

GSM/eab

THE PRESIDENT'S COMMITTEE ON
GOVERNMENT CONTRACTS
WASHINGTON 25, D. C.

October 23, 1956

RECEIVED OCT 25 1956

Mr. George S. Mitchell
Executive Director
Southern Regional Council, Inc.
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear George:

I have received your letter of October 19 and the traveling you mention sounds ominous. Where are you going and for how long? My Arlington address is: 3571 South Stafford Street.

I attended a meeting over in Fairfax County the other night of about ten or twelve people to discuss the need of an organization of decent, honest citizens in regard to the present problems in the State. Today I received a draft of the statement of moral principles which Dave Scull has prepared for the group. It is excellent and I hope the people in Fairfax will accept it. There is a possibility that they may affiliate with the Virginia Council--but at this time it is only a possibility.

Please give my best wishes to Fred and all the people in your office.

Sincerely yours,

Maggie

Margaret Garrity

March 10, 1959

Mr. George O. Butler
Director of Education
President's Committee on
Government Contracts
Washington 25, D. C.

Dear George:

It was good to meet with you, Whitney, Ed Driscoll, and Phil Hammer the other day. I hope in some small measure we helped you in your thinking about the proposed ministers conference.

I want to take this opportunity to thank you for the copy of the President's Committee's Fifth Annual Report. I found the report most interesting and am circulating it among our professional staff.

As to the names of specific individuals who would probably be interested in such a conference, I am attaching a list to this letter. I hope you find it helpful.

With all good wishes,

Cordially,

Frederick B. Routh
Assistant Director

FBR:ls
Enclosure - 1 (list of ministers)

(List of ministers sent to George O. Butler, President's Committee on Government Contracts, 3/10/59)

ALABAMA -

Rev. Albert S. Foley, S.J.
Springhill College
Mobile

Dr. Wilton Gregory
President
Alabama Council on Human Relations
1125 Woodley Road
Montgomery 6

Rev. Robert Hughes, Executive Director
Alabama Council on Human Relations
Room 1218, Comer Building
Birmingham

Rev. Duncan Hunter
First Methodist Church
Alexander City

Rev. Martin Luther King, Jr.
Dexter Avenue Baptist Church
Montgomery

Rev. Thomas Thrasher
Church of the Ascension
315 Clanton Street
Montgomery

ARKANSAS -

Rev. Colbert S. Cartwright
Pulaski Heights Christian Church
Little Rock

Rev. Nat Griswold, Executive Director
Alabama Council on Human Relations
1220 West Capitol
Little Rock

Rabbi Irwin Shor
United Hebrew Temple
Fort Smith

Rev. Charles C. Walker
1216 Chester Street
Little Rock

Rev. Mike Willis
Route 6, Box 564
Little Rock

FLORIDA -

Rev. Caxton Doggett
First Methodist Church
Winter Park

Rev. John Fuller
815 E. Robinson Avenue
Orlando

Rev. Edward T. Graham
856 N. W. 9th Street
Miami

Bishop H. I. Louttit
Episcopal Diocese of South Florida
458 Virginia Drive
Winter Park

Rabbi J. M. Taxay
507 Fifth Avenue
Daytona Beach

Rev. William K. Williams, Executive Director
Florida Council on Human Relations
213 N. E. Second Avenue
Miami

GEORGIA -

Rev. E. A. Cahill
United Liberal Church
604 Boulevard, N. E.
Atlanta

Rev. Walter Cowart, Executive Director
Georgia Council on Human Relations
63 Auburn Avenue, N. E.
Atlanta

Rev. Edward Driscoll
Georgia Council of Churches
63 Auburn Avenue, N. E.
Atlanta

Father Charles McGavern
Christ Episcopal Church
Macon

Rev. Dow Kirkpatrick
St. Mark Methodist Church
Peachtree and 5th Streets
Atlanta

Rev. Lucius Pitts
201 Ashby Street
Atlanta

Dr. Herman Turner
Covenant Presbyterian Church
2461 Peachtree Road
Atlanta

KENTUCKY -

Rev. Olof Anderson
4213 Church Way
Louisville

Dr. Joseph R. Rosenbloom
304 Culpepper Road
Lexington

Rev. Robert T. Western
2315 Bonny Castle
Louisville

LOUISIANA -

Rev. Samuel Gandy
The Chapel
Dillard University
New Orleans

Rabbi Emil W. Leipziger
1201 St. Charles Avenue
New Orleans

Father Alexander O. Sigur
Post Office Box 532
S.L.I. Station
LaFayette

Rev. Lewis J. Toomey, S.J.
Institute of Industrial Relations
New Orleans

MISSISSIPPI -

Most Reverend Joseph Brunini
Auxiliary Bishop of Natchez
Post Office Box 57
Jackson

Mr. Ellis Bryan
Director of Religious Education
First Baptist Church
Vicksburg

Bishop Robert E. Jones
Box 103
Waveland

Rabbi Charles Mantinband
808 Mamie Street
Hattiesburg

NORTH CAROLINA -

Rev. Moses S. Belton
Johnson C. Smith University
Charlotte

Rev. William M. Boyce, Jr.
St. Paul's Presbyterian Church
Charlotte

Rev. McLeod Bryan
Wake Forest College
Winston-Salem

Rev. Charlie Jones
Community Church
Chapel Hill

Rev. Harry S. Jones, Executive Director
North Carolina Council on Human Relations
121 E. Third Street, Room 209
Charlotte

Rev. C. P. Morris
Methodist Board of Education
Box 6667, College Station
Durham

The Most Reverend Vincent Waters
Bishop of Raleigh
15 North McDowell Street
Raleigh

SOUTH CAROLINA -

Mr. James M. Dabbs (President of SRC (and Presbyterian Elder)
Rip Raps Plantation
Mayesville

Rev. John A. Harris
3 Bogard Street
Charleston

The Very Reverend Maurice V. Sheen
Post Office Box 341
York

Rev. Howard G. McClain
1420 Lady Street
Columbia

Mr. Courtney Siceloff, Director
Penn Community Services
St. Helena's Island
Frogmore, S.C.

TENNESSEE -

Rev. Lea Earl Acuff
4322 Lyons View Pike
Knoxville

Rev. William A. Dennis
32 Maude Street
Chattanooga

Rev. John C. Mickle
764 Walker Avenue
Memphis

Dr. A. C. Miller
Christian Life Commission of the
Southern Baptist Convention
161 Eighth Avenue, North
Nashville

Rabbi William B. Silverman
Vanderbilt University
Nashville

Rev. Kelly Miller Smith
328 - 22nd Avenue, North
Nashville

TEXAS -

Rev. Earnest C. Estell
St. John's Baptist Church
2019 Allen Street
Dallas

Mr. Harold Kilpatrick
Texas Council of Churches
Austin

Rev. Edwin Kloppe, Executive Director
Texas Council on Human Relations
407 W. 27th Street
Austin

Mr. James Noland, Director
Church Welfare Bureau of the Council
of Churches of Greater Houston
Houston

Rev. John Knowles
First Christian Church
Houston

Dr. Robert Raible
First Unitarian Church
4015 Normandy Street
Dallas

Most Reverend Robert E. Lucey, S.T.D.
Archbishop of San Antonio
230 Dwyer Avenue
San Antonio

VIRGINIA -

Rev. Hubert S. Beckwith
Congregational Christian Church
of Fairfax County
P. O. Box 186
Annandale

Rev. W. Carroll Brooke
P. O. Box 208
Staunton

Monsignor J. Lewis Flaherty
807 Cathedral Place
Richmond

The Rt. Reverend William H. Marmion
Episcopal Diocese of Southwestern Virginia
P. O. Box 2068
Roanoke

Rev. Paul Stagg
First Baptist Church
Front Royal

Rev. Wyatt Tee Walker
Gillfield Baptist Church
Petersburg

THE PRESIDENT'S COMMITTEE ON
GOVERNMENT CONTRACTS
WASHINGTON 25, D. C.

March 4, 1959

Mr. Fred Routh
Assistant Director
Southern Regional Conference
63 Auburn Avenue, N. E.
Atlanta, Georgia

Dear Fred:

Thank you for your helpful suggestions during our conference last weekend. I am looking forward to receiving specific names as contacts through whom I can develop a representative list of invitees to our proposed Religious Leaders Meeting.

I am enclosing a copy of our "Fifth Annual Report" which I promised to send you. I hope you will find it of value in your work.

With all best wishes,

Sincerely,

George

George O. Butler
Director of Education

Enclosure

E U.S.

May 1, 1957

Mr. Jacob Seidenberg
Executive Director
The President's Committee on Government Contracts
Washington 25, D. C.

Dear Mr. Seidenberg:

Would you please send me twenty-five copies each of the "Youth Training-Incentives Conferences Proceedings," and the shorter version of the Conference, "Development of Training Incentives for the Youth of Minority Groups."

It is my understanding from your April Newsletter that these two documents are to be made available to groups such as ours free of charge in limited quantities.

Thanks for giving this matter your attention.

Sincerely,

Emory F. Via
Labor Consultant

EFV:mm

April 27, 1959

The Honorable Richard M. Nixon
Vice President of the United States
Washington, D. C.

My dear Mr. Vice President:

Thank you for the invitation to attend a Religious Leaders Conference on May 11, 1959 at 9:30 a.m. at the Sheraton Park Hotel, Washington, D. C. I will be happy to attend this meeting.

I was glad to be of some small help to Mr. George Butler of the President's Committee staff in suggesting names of Southern religious leaders for this Conference. There is much yet to be done in this crucial field, and I believe religious leaders have a particular responsibility to help bring about a wider recognition of the equal human dignity of all our people as children of God and citizens of the United States.

Respectfully,

Frederick B. Routh
Assistant Director

FBR:ls

OFFICE OF THE VICE PRESIDENT

WASHINGTON

April 20, 1959

Dr. Fred Routh
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Dr. Routh:

On behalf of the President's Committee on Government Contracts I would like to invite you to attend a Religious Leaders Conference on May 11, 1959 at 9:30 a.m. at the Sheraton Park Hotel, 2660 Connecticut Avenue, N. W., Washington, D. C.

The purpose of the Conference will be to discuss the policies and program of the President's Committee and ways in which interested religious leaders might assist the Committee in advancing its program of elimination of discrimination in employment in government contracts, because of race, religion, color or national origin. The counsel of the participants will be sought on specific ways through which the moral commitment to this national policy of equal job opportunity can be implemented.

In reviewing its activities over the past five years, the Committee has observed progress in opening new job areas to minority groups and has concluded that in order to make these employment gains permanent, the principle of equal job opportunity must be advanced at the community level. To that end, the Committee believes that acquainting religious leaders with its objectives and accomplishments will result in greater motivation of minority youth to acquire the necessary training and skills to compete effectively in the national labor market and to advance themselves after being hired.

We would appreciate hearing from you as to whether you will be able to attend. A detailed agenda will be mailed to you upon receipt of your acceptance of this invitation. We look forward with great pleasure to meeting you at this significant meeting.

Sincerely yours,

Richard Nixon

Richard Nixon

File HCF

**MINUTES**

**Informal meeting of Atlanta Ministers who attended Washington D. C. Conference called by Vice-president Nixon to consider and discuss discrimination in employment.**

**Held June 11, 1959 at 63 Auburn Avenue, Atlanta. Meeting called by Rev. W. C. Cowart, executive secretary of the Georgia Council on Human Relations.**

Those present: Dr. Wm. Holmes Borders, Dr. Dow Kirkpatrick, Dr. L. M. Terrill, Bishop S. L. Greene, Mr. Harold Fleming

In the absence of Mr. Cowart (who was ill), Dr. Kirkpatrick chaired the meeting, and general discussion centered on the following:

I. Organizational requirements for carrying on locally or regionally the recommendations from the national meeting, and roles of various groups already organized.

It was noted that there is not now here in Atlanta or Georgia any organization carrying on a specific job opportunity program. The Urban League has worked at this, but does not now have a full program. The Friends Service Committee has expressed some interest in having a staff program in Atlanta. It was agreed that this whole area calls for a fair degree of specialized skill in dealing with employers, unions, etc.

1. Georgia Council on Human Relations: Does not have staff resources for a far-flung and major effort. In the event this group took leadership in this area, there would probably be need for another knowledgeable and competent staff person, at least part-time.

2. Georgia Council of Churches: The role of this organization, and of the Atlanta Christian Council, would be most effective in the area of education as to the efforts of the President's Commission. As interpreters of the program to the churches, theirs would be a most important and immediate role.

3. Southern Regional Council: Would certainly hope to cooperate, to provide liaison between various community and national groups, to work through its state organizations, and to aid in securing funds for a well-planned program (if funds are needed).

4. Atlanta Urban League: As an organization that has worked in this area, it should certainly be consulted and included in any joint planning effort.

5. An association of Negro business and civic leaders: This group is to meet soon, and should be consulted to ascertain what plans they have and if any projected plans discussed today would be duplications of their efforts. Should this group be ready to take the responsibility for a program of job opportunity, then our role would be to cooperate.

II. Suggested exploratory areas for the organization concerned with job opportunities

1. List of largest government contractors in this area, for the purpose of creative contacts with firms for discussion of possibilities of employment of Negroes.

   It was noted that employers say (not always sincerely) that they have had no qualified Negro applicants for the jobs requiring specialized training or skills. Problem: locating qualified applicants, to make applications to these firms.

2. Survey of vocational training opportunities for Negroes in this area. (note: where vocational training is available, it is often outmoded.) If there is no training for present-day skills, the encouragement of large companies and plants to set up training programs for Negroes.

3. Interviews with labor union officials. Some labor unions have a policy of excluding Negroes from membership. If doors could be opened to union membership for Negroes, this in itself would mean more job opportunities.

4. Discovery of talented Negro youth, and encouragement to qualify and apply for specialized jobs.

III. Recommendations for immediate action by group meeting today

1. Exploring possibility of President's Commission holding a meeting in Atlanta. The advantages and disadvantages of this were discussed.

2. Exploring the possibility of a meeting of religious, labor and business leaders with a member of the national commission as speaker.

   (Suggestion: Vice-president Ivan Willis of International Harvester; has made some good speeches, is experienced in fair employment, would command respect of local businessmen.)

3. Consultation with Urban League and the group of Negro business and civic leaders regarding their plans in this area.

In conclusion, Dr. Kirkpatrick said he hoped the meeting had been helpful, that those present could explore some of these possibilities, find out what other groups in the community are doing, and then a memorandum would be sent out (probably from Rev. Cowart) summing up the results of these explorations and making suggestions for future action.

Respectfully submitted,

Roxie Albright

Mrs. Ed. A. Albright
acting secretary

September 4, 1959

Mr. George Butler
President's Committee on Government
Contracts
Washington 25, D.C.

Dear George:

Mr. Bill Williams director of the Florida Council on Human Relations is interested in getting some help from the President's Committee in several directions in Florida. He has two specific needs, first, he would like some help from a committee staff member in working out a followup conference for religious leaders in Florida to take proper advantage of the momentum generated by the Washington Conference for Religious Leaders. He has already talked with those ministers who attended from Florida and there seems to be sufficient interest to make this a real possibility. Bill and the Florida council are ready to follow through with the idea and do the organization work but Bill feels that a visit from a committee staff member would be a great assistance.

Secondly, Bill is anxious to locate someone who can serve as speaker and resource in the general field of merit employment at a conference of the Methodist student movement of Florida in March of 1960.

It is Bill's hope that you or some other staff member might be willing to go to Florida for a few days in March, participate in the conference of the

Methodist student movement, and also consult with the committee working toward a religious leaders conference in Florida. They are holding open the date of the conference hoping that this might be a possibility.

I believe that Bill has written to Mr. Seidenburg about these matters. As they seem to fall in your general area of responsibility and competance I thought it would do no harm to write you directly. If you think that this is a possibility I hope that you might let me know or write directly to Mr. William K. Williams, Executive Director, Florida Council on Human Relations, 213 N. E. Second Ave., Miami. I hope that you can give the matter favorable consideration.

I get to Washington much less frequently on my new job but I hope that we can continue to see each other from time to time.

Sincerely,

Paul M. Rilling
Director of Field Activities

PMR/sl
cc: Mr. William K. Williams

DU. 6-3297

MA

Return to HCF

Answered by telephone

THE PRESIDENT'S COMMITTEE
ON
GOVERNMENT EMPLOYMENT POLICY
WASHINGTON 25, D. C.

February 12, 1960

Mr. Harold C. Fleming
Executive Director
Southern Regional Council
Room 432, 63 Auburn Avenue, N. E.
Atlanta 3, Georgia

MA - Call me about this. S.M.

Dear Harold,

This is to inform you that I have returned to the President's Committee to continue as Executive Director, at least for the coming year. I did spend six weeks with the Department of the Navy, but was asked to return here by the Committee to finish the work.

Being back on the job, I have once again turned my attention to the Atlanta area. I am most anxious to follow-up on the small beginning we have made on the total question of Atlanta employment situation. When I spoke to you two months ago, you indicated that there might be some possibility of forming an employment council which might have as one of its objectives consideration of the Federal employment picture. I would be anxious to meet with such a group as soon as it might be feasible.

At any rate, I expect to be spending about two weeks in Atlanta during the last week in March and the first week in April. This will be in connection with a special kind of survey which we are planning to undertake. I could get down for a day sometime before this, but I write you now to indicate that I would like to use this period in Atlanta for a full exploration with you and others of the best possible course which might be taken during the next twelve months. If you think I can be useful before the end of March, let me know and I will plan to drop down, and if there have been any particular developments since I last talked with you, I would like to know of them. With the resources which we both have, I am most hopeful that something can be done.

With cordial regards,

Sincerely yours,

Ross Clinchy

Ross Clinchy
Executive Director

Enclosure - NAIRO speech - May 6, 1960

May 23, 1960

Mr. John Y. Yoshino
The President's Committee on
Government Contracts
Washington 25, D. C.

Dear John:

Thanks for your kind letter of May 19.

I'm sorry that a failure of communication here caused you to receive a copy of the wrong speech. Enclosed is the text of my remarks at the NAIRO conference -- less, of course, the ad lib additions.

It was a pleasure being with you, and I hope we will be working together again soon.

Cordially,

Harold C. Fleming
Executive Director

HCF/mf

THE PRESIDENT'S COMMITTEE ON
GOVERNMENT CONTRACTS
WASHINGTON 25, D. C.

May 19, 1960

Mr. Harold C. Fleming
Executive Director
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Harold:

It was good of you to come to Washington, D. C. recently and give us a hand at our NAIRO Regional Conference. If I can be of any help to you through the program of the President's Committee on Government Contracts, let me know.

Don't forget to send me a copy of your talk. Your office sent me a copy of a talk you presented before the White House Conference of Children and Youth of March 29. Thank you.

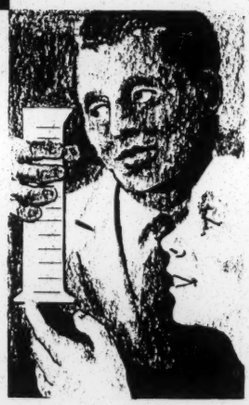
Thanks again,

Yours truly,

John

John Y. Yoshino

7th report



# pattern for progress

## Final Report to President Eisenhower from the Committee on Government Contracts

PHILADELPHIA AIR PROCUREMENT DISTRICT
Middletown Air Materiel Area
1411 WALNUT STREET
PHILADELPHIA 2, PENNSYLVANIA

RECEIVED
JUN 14 1954
Southern Regional Council

In Reply Address Communication and Envelope to the Attention of Following Office Symbol:
MAHPPB3/J.C. Evans/jd

11 June 1954

Southern Regional Council*
Atlanta
Georgia

ATTN: Dr. George Mitchell

Gentlemen:

The purpose of this correspondence is to establish, between your organization and the United States Air Force, a formal liaison whose objective is furtherance of the Government policy to promote equal employment opportunity for all qualified persons employed or seeking employment on government contracts.

Executive Order 10479 of 13 August 1953, in addition to emphasizing the referenced policy and establishing the Government Contract Committee to further that policy, places upon the head of each contracting agency of the Government, the prime responsibility for establishing compliance procedures and obtaining compliance by any contractor or subcontractor.

In establishing adequate compliance procedures and in monitoring a compliance program of the required scope, the Air Force encounters two specific problems. Primarily, appropriate consideration is due pertinent state and municipal legislation. In the second instance, the ability of the Air Force to effectively monitor so sizeable a program is limited by a minimum of administrative personnel thoroughly familiar with the issues immediately involved and contingent.

Obviously, the best interests of the national effort dictate that mutually informative and beneficial liaison be established. Your suggestions as to how this liaison may best be accomplished are invited, and your cooperation in recommending methods of coordinating mutual endeavors toward a common objective is earnestly solicited. In order that a coordinated program may be promptly undertaken, an early reply to this correspondence will be appreciated.

Very truly yours,

Douglas L. Rundquist

DOUGLAS L. RUNDQUIST
Colonel, USAF
Chief

*Area of North Carolina & Virginia

MAHP FORM 1A
1 DEC 53

orig incoming to
Mayes Behrman
afsc.
9/20/54
to be returned

June 16, 1954

ltr. of acknowledgment
of this from Rundquist
dtd 7/12/54 sent
to Behrman also

Colonel Douglas L. Rundquist
Philadelphia Air Procurement District
Middletown Air Materiel Area
1411 Walnut Street
Philadelphia 2, Pennsylvania

Ref: MAHPPB3/J.C. Evans/jd

Dear Colonel Rundquist:

Many thanks for your memorandum of June 11.

A suggestion which I have made several times to personnel of the Government Contract Committee has never seemed workable, but I still think it valuable. That is, to get out releases from time to time of contracts awarded, being contracts covered by Executive Order 10479. I know that a general list of such contracts is released, but it is valueless unless broken down by cities, or at least by states. The people on the Committee staff have told me that preparing such a breakdown would be an impossibly expensive job. I also made a guess that somebody feared the invidiousness of releasing the list of contracts by states. (Some states get more than others!)

But if such lists came around to organizations like our own and local urban leagues, or were published in newspapers -- perhaps particularly in the specialized press--then I think things would begin to happen in enforcement.

I suppose you have long since come to the practice of posting a notice prominently in the personnel intake offices that the available jobs are covered by the Executive Order, and giving some reference as to how to proceed to obtain enforcement in individual instances under the Order.

The American Friends Service Committee operates, at Greensboro, North Carolina, through Mayes Behrman, 617 Market Street, an Employment on Merit Service. Mayes Behrman is skilled and effective in these matters, and will doubtless give you some helpful tips.

I regard as critically important the whole problem of enforcing the Order, and I am delighted to know that your office takes it up with earnestness.

Sincerely,

George S. Mitchell
Executive Director

GSM/eab

Copy to: Mr. Mayes Behrman

Pres. committee government

PHILADELPHIA AIR PROCUREMENT DISTRICT
Middletown Air Materiel Area
1411 Walnut Street
Philadelphia 2, Pennsylvania

IN REPLY ADDRESS COMMUNICATION AND ENVELOPE TO THE ATTENTION OF FOLLOWING OFFICE SYMBOL:

MAHPPB3/J. C. Evans/jc

12 July 1954

Southern Regional Council, Inc.
Room No. 432
No. 63 Auburn Avenue, N.E.
Atlanta, Georgia

ATTN: Mr. George S. Mitchell
Executive Director

Dear Mr. Mitchell:

This will acknowledge your recent reply to communication of this office dated 1 July 1954 on the subject of liaison to promote equal employment opportunity in connection with Government contracts.

Your valuable comments will be considered with others elicited from representative organizations throughout the United States of America; and when a practical plan of achieving this objective has been evolved, the details will be given to your organization with a request for cooperation in making it effective.

Very truly yours,

for Howard E. Norris Lt Col.
DOUGLAS L. RUNDQUIST
Colonel, USAF
Chief

RECEIVED
JUL 14 1954
Southern Regional Council

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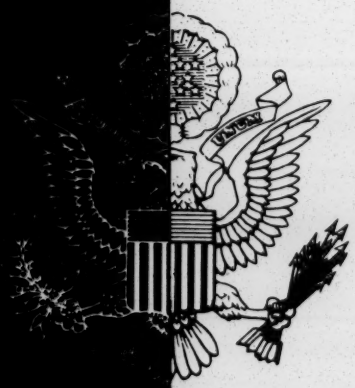
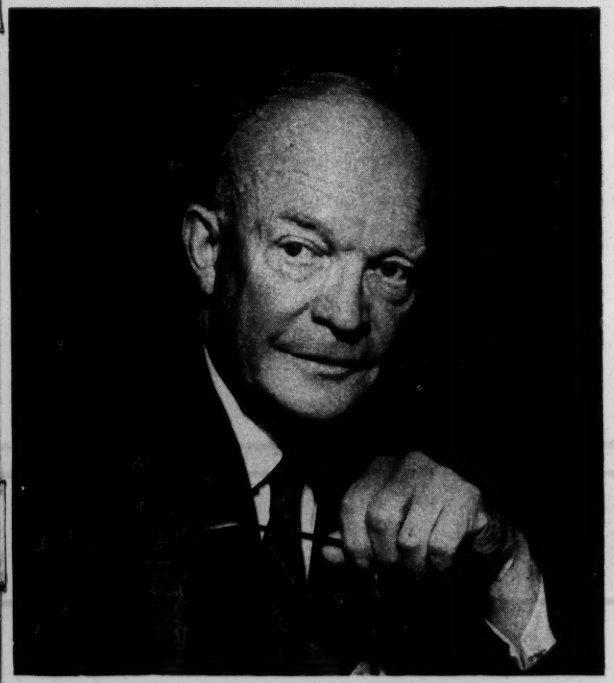


# Equal job opportunity is good business



WASHINGTON, *June 29, 1954*

*To the President's Committee on Government Contracts:*

It is good that the Committee on Government Contracts has prepared this pamphlet describing its functions.

Quietly but persistently the members of this Committee have been at work, with heartening success, on employment problems which over the years have become charged with emotion and distorted by prejudice. Their efforts will, I am sure, continue to bring far-reaching results of enduring value. For notable achievement, the Committee has earned the appreciation and congratulations of the American people.

Because I believe that all who understand the Committee's efforts will wish to assist its progress, I urge everyone who receives this pamphlet to give its message sympathetic and thoughtful attention.

Sincerely,

Dwight D. Eisenhower

# Foreword

This pamphlet has been prepared in order to bring to the attention of those employers who are performing Government contracts, other interested agencies, and the general public the purposes and functions of the President's Committee on Government Contracts.

Equality of opportunity in employment for all Americans is a cornerstone of the moral foundation on which this country was built. Further, it is a matter of urgent importance to the Nation for two very practical reasons.

First, the growing industrial might of this country requires the largest possible reserve of skilled manpower.

Second, in the world struggle for the minds of men, America's position of leadership makes it mandatory that we not be subject to the charge of racial prejudice which is being hurled at us every day by the Communists.

This Committee, through the application of the provisions of the so-called "contract clause," is seeking to eliminate all discrimination in employment because of race, religion, color, or national origin by those contracting with the Government. Six million Government contracts

in 1953 totaling some forty billion dollars brought millions of Americans in every trade and occupation under direct protection of this contract clause.

Moreover, this Committee has made significant progress in bringing about equality of opportunity in the Nation's Capital.

These accomplishments are substantial.

The basic issue, however, goes far beyond the scope of Government. No one has spoken with greater wisdom on the responsibility of the individual American to insure equality of opportunity than President Eisenhower when he made the following statement on October 9, 1952:

*"This problem and its solution are the job of all of us. Government can help and must help. But the final answer is up to you and me and must be achieved in the communities where we live. Every American who opposes inequality, every American who helps, in even the smallest way, to make equality of opportunity a living fact, is doing the business of America. He is strength, against its enemies, in the cause of freedom."*

Richard Nixon

*Chairman, President's Committee on Government Contracts*

## *The President's Committee on Government Contracts*

*Chairman*
THE HONORABLE RICHARD M. NIXON
*Vice President of the United States*

*Vice Chairman*
THE HONORABLE J. ERNEST WILKINS
*Assistant Secretary of Labor*

MR. GEORGE B. MCKIBBIN
*Consultant to the Administrator*
*General Services Administration*

THE HONORABLE JAMES P. MITCHELL
*Secretary of Labor*

MR. WILLIAM MITCHELL
*General Counsel*
*Atomic Energy Commission*

THE HONORABLE THOMAS P. PIKE
*Assistant Secretary of Defense*

THE HONORABLE WILLIAM P. ROGERS
*Deputy Attorney General*

THE HONORABLE JAMES C. WORTHY
*Assistant Secretary of Commerce*

MR. FRED LAZARUS, JR.
*President*
*Federated Department Stores, Inc.*
*Cincinnati, Ohio*

MR. GEORGE MEANY
*President*
*The American Federation of Labor*
*Washington, D. C.*

MRS. HELEN ROGERS REID
*Chairman of the Board*
*New York Herald Tribune*
*New York, N. Y.*

MR. WALTER P. REUTHER
*President*
*Congress of Industrial Organizations*
*Washington, D. C.*

MR. JOHN ROOSEVELT
*President*
*Lee Limited*
*New York, N. Y.*

MR. IVAN L. WILLIS
*Vice President*
*International Harvester Company*
*Chicago, Ill.*

MR. JOHN MINOR WISDOM
*Attorney*
*New Orleans, La.*

---

DR. JACOB SEIDENBERG
*Executive Director*

---

*Alternates:* Mr. Boris Shishkin for Mr. George Meany—Mr. Victor Reuther and Mr. George L-P. Weaver for Mr. Walter Reuther

*Every Government contract contains a clause which requires every contractor to give equal employment opportunity regardless of race, religion, color, or national origin. This clause has the same force as all other contract terms such as price, quality, quantity, and delivery.*

# THE CONTRACT CLAUSE

The clause, clarified and strengthened by The President's Committee on Government Contracts on April 20, 1954, reads as follows:

"In connection with the performance of work under this contract, the contractor agrees not to discriminate against any employee or applicant for employment because of race, religion, color, or national origin. The aforesaid provision shall include, but not be limited to, the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay, or other forms of compensation; and selection for training, including apprenticeship. The contractor agrees to post hereafter in conspicuous places, available for employees or applicants for employment, notices to be provided by the contracting officer setting forth the provisions of the nondiscrimination clause.

"The contractor further agrees to insert the foregoing provision in all subcontracts hereunder, except subcontracts for standard commercial supplies or raw materials."

# Functions of the Committee

The Committee is charged with the responsibility of insuring that each Government contracting agency takes appropriate steps to enforce the nondiscrimination clause.

The Committee also receives complaints of discrimination against Government contractors. These are transmitted to the appropriate contracting agency which reports back to the Committee its findings and actions on the complaints. The Committee reviews these findings and, where advisable, makes further recommendations.

The Committee also advises contracting agencies on measures for implementing the program to enforce the contract clause.

The Committee encourages educational programs by civic, religious, educational, labor, employer, and other voluntary nongovernmental groups to eliminate job discrimination.

The Committee cooperates with state, municipal, private, and voluntary agencies to effect nondiscrimination.

# EVERYONE PROFITS FROM EQUAL JOB OPPORTUNITY

EVERY ELEMENT of our society gains through equal job opportunity. Nondiscrimination makes for a secure America; a unified country in which all people believe in our common ideals and respect one another. It lowers barriers and tensions between people. It reassures all groups. It means a stronger America.

This pamphlet places special emphasis on equal job opportunity for Negroes because they represent so large a part of the problem of discrimination. However, the facts in this presentation apply with equal force to all, regardless of race, religion, color, or national origin.

## *National Gains*

Equal job opportunity increases our national wealth. It raises our standard of living by increasing the income of people who have been discriminated against. This expands demand and consumer and producer markets. The results are increased production and employment.

It has been estimated that the Nation's 16,000,000 Negroes now have an annual personal income exceeding $15,000,000,000. If equal opportunity were universal, billions of dollars in additional purchasing power would be created.

## *Community Gains*

Communities are forced to expend large sums of tax money to counteract delinquency, crime, and other social maladjustments which can be traced to discrimination in employment.

Everybody pays this bill. Nondiscriminatory employment reduces this bill.

## *Business Gains*

Companies that give employment on a basis of qualification alone are able to hire the person with the best training and experience available for the job. They increase their labor supply.

Through such a program, business has contributed to the social and economic welfare of the community and the country, resulting in building good will for itself and increasing its potential consumer market.

### *Workers Gain*

All workers gain from equal job opportunities, not only those who have been subjected to discrimination.

Unions strengthen their economic position under uniform standards of pay, hiring, upgrading, promotion, and layoff for all workers. A divided work force is a weak work force.

### *On the International Front*

Equal job opportunity improves our relations and strengthens our position among nations. Discrimination weakens the moral position of the United States in the World, gives Communists an opportunity to play up racial bigotry and create anti-American sentiment.

Our acts of discrimination hurt the United States wherever citizens belong to the same race as those who are discriminated against here. Two-thirds of the world's population is colored. Prejudice against nonwhites in the United States prejudices the nonwhite world against us.

*Equal job opportunity is*
*democracy in action,*
*the most effective answer to*
*Communist propaganda.*

## WE'VE COME A LONG WAY

THE UNITED STATES Supreme Court has banned segregation in public schools. This historic decision shows clearly the trend. Equality in job opportunity will be accelerated as a result. We have come a long way.

Changes have taken place in recent years smoothly and effectively. Voluntary programs of nondiscrimination are bringing about more friendly relations among groups which were formerly distrustful of each other.

Sixty million Americans already live under some kind of state or local equal employment legislation.

Twelve states since 1945 have passed laws barring discrimination by employers and labor unions because of race, color, religion, or national origin. These are usually administered by a commission and made effective through cooperation of business, labor, and community groups.

The City of Washington, D. C., now inserts the nondiscrimination clause in all the contracts it executes. This step followed the Committee's request for the insertion of such a clause. The District of Columbia executes annually approximately 1,000 con-

tracts, expending approximately 23 million dollars a year.

Thirty-one cities have local ordinances prohibiting job discrimination.

### *In the Armed Services*

Integration is complete in the Navy, Air Force, and Marine Corps and is almost complete in the Army.

There was integration of our combat forces in Korea. The integration program at the United States Air Force Base at San Antonio, Tex., of 26,000 white and Negro enlistees, was achieved without incident.

The Navy Department in December 1953 integrated its installations for civilian and military personnel at Charleston, S. C., and Norfolk, Va. Negroes and whites share the same cafeterias, locker rooms, washrooms, drinking fountains, and all other facilities.

### *In Training Opportunities*

Negro students are enrolled on the undergraduate, graduate, and professional levels in many colleges and universities, and in technical and trade schools in all parts of the country.

### *In Public Service*

In government, Negroes hold important elective and appointive positions on the local, national, and international levels.

### *In Unions*

In 1953, more than 2,000,000 Negroes were members of unions, as compared with 700,000 in 1938. Negroes hold top office in 23 national unions.

The Southern Regional Council estimates that of 1,750,000 trade unionists in the South, about 700,000 are Negroes.

### *In Industry*

During World War I, thousands of Negroes entered industrial employment in urban areas. At the start of World War II, in 1941, only 2.5 percent of all war workers were Negroes. Between 1940–44, skilled and semiskilled Negroes increased from 500,000 to 1,500,000.

In the early 1940's, Negroes reached professional levels as chemists and engineers in such companies as International Harvester in Chicago; Western Electric in Kearny, N. J.; General Electric in Schenectady; Curtiss-Wright and Bell Aircraft in Buffalo; Lockheed in Los Angeles.

After World War II they retained most of their wartime gains and entered new fields.

# BUSINESS AND UNIONS LEAD THE WAY

*America's forward-looking businessmen and labor leaders believe that equal employment opportunity is good business. Trade unionists believe that equality of opportunity advances the standards of employment of all workers.*

"General Cable Corporation has for many years followed the policy of equal economic opportunity. This policy provides employees and applicants for employment equal consideration on all phases of personnel policy. Of course, there is no segregation of employees in any of our plants."

A. Leon Fergenson
*Vice President*
*General Cable Corporation*

"It is the policy of the Company to afford equal opportunity of employment to all job applicants regardless of their race, creed, color, or national origin and that employment with us shall be based solely on the selection of the best qualified candidates for the openings available. Our employees have been fully advised of this policy and no serious difficulties have been experienced with regard to it."

Willard G. Hampton
*Vice President*
*New York Telephone Company*

"The United Mine Workers of America practices complete equality of membership—it has no substandard memberships—and also complete job equality in accordance with its Constitution adopted in 1890. Its official seal carries the phrase 'One and indissoluble' and the United Mine Workers of America has lived by that doctrine for 64 years.

"The United Mine Workers of America recognizes that discrimination in any form operates to the detriment of organized workers, that it offers fertile ground for antiunion 'divide and conquer' tactics, and that it is contrary to our ideals of democracy.

"The United Mine Workers of America believes in and practices equality of opportunity and further believes that all Americans, regardless of race, creed or nationality, should be free to exercise those rights which are their heritage."

John L. Lewis
*President*
*United Mine Workers of America*

"We are in favor of workers being hired on the basis of their training and skill rather than their religion or color of their skins. Good Americans favor this policy. It makes good sense."

A. E. Lyon
*Secretary-Treasurer*
*Railway Labor Executives Association*

"For many years International Harvester has followed a policy in our plants of employing the best qualified person available without regard to race, color, or creed. This same policy was followed when our plants at Memphis, Tenn., Louisville, Ky., Evansville, Ind., and Melrose Park, Ill., were placed in operation following World War II and has also led to the successful integration of minority groups in our work force in these newer operations.

"We believe that such a program is not only good business for the Company, but contrib-

utes to the economic welfare of each community in which our plants are located."

JOHN L. MCCAFFREY
*President*
*International Harvester Company*

"In America's struggle against world Communism our country is fighting for the dignity of man and his freedom. At the heart of this struggle is free and equal opportunity for all men to share in the fruits of production and in citizenship. Today, more than ever before, it is our Nation's duty not only to proclaim but to enforce this principle in the conduct of its government. Nondiscrimination in employment has been one of the foremost objectives of the American Federation of Labor since its inception. The work toward its full realization is urgent. In this work labor must and will do its part."

GEORGE MEANY
*President*
*The American Federation of Labor*

"The difficulties one expects to encounter in initiating a program of Negro employment materialize to the extent of about five percent of what was anticipated. Negroes, once they are established within an industry, are no longer identified as members of a group of outsiders to be feared collectively; instead, they become, in a very little time, people with names, identities, and personalities who are individually measured."

J. J. MORROW
*Director of Personnel Relations*
*Pitney-Bowes Inc.*

"We have integrated Negroes without incident into practically every department of the plant, including the skilled trades groups. Also, some measure of success has been experienced on salaried jobs, particularly in the field of engineering. We anticipate further progress in the future as the number of qualified Negro applicants increases, consistent with our employment requirements.

"We have only one policy for hiring, training, upgrading and promoting employees; that is, Qualification."

H. I. NEWSOME
*Personnel Director*
*General Motors Corporation*
*Inland Manufacturing Division*

"Discrimination in employment, because of race, creed, color, or national origin, is an evil which can and must be eradicated.

"There is neither reason nor excuse in a land where we believe all men are created equal for denying equality of opportunity to all our people.

"We must eliminate discrimination because it is morally indefensible as well as economically unsound. We cannot tolerate discrimination in employment, whether the practice is initiated by the employer, the labor union or the employment agency.

"It is intolerable and unthinkable that any government contract, calling for the expenditure of the taxpayers' money, should go to any concern which engages in such discriminatory practices.

"We believe this principle is above politics—that it is a nonpartisan objective to be sought by all parties. Accordingly, in this spirit of nonpartisanship, the CIO supports the principles underlying the President's Government Contract Committee.

"To do less, would be to make us unworthy of our great American heritage."

WALTER P. REUTHER
*President*
*Congress of Industrial Organizations*

"We at RCA believe that a policy of equality of employment opportunity without regard to race, religion, color, or national origin is both right and practical. Our experience has fully justified this belief.

"We have found there is no real ground for the fear that employment of minority groups on an equal basis will arouse resentment among the majority of workers or in the community.

"Not only does RCA experience excellent human and community relations as a result of offering equal employment opportunity for all, but our experience has also demonstrated that minority groups can contribute as much in the way of technical skills as any other part of the population. Nondiscrimination in employment is not only a matter of basic democratic principles; it is also a matter of good business."

DAVID SARNOFF
*Chairman of the Board*
*Radio Corporation of America*

# IT CAN BE DONE

*Some of the common objections and answers that business organizations have found useful.*

**1** I'm in business. I'm no social reformer.

*Answer:* Businessmen have learned that integration is good business. It is not social reform to use the training, skill and ambition of the entire labor force.

**2** I can't move ahead of this community and its traditions.

*Answer:* Businessmen are leaders in their community. When they establish nondiscrimination in their plants, opposition folds up and anticipated difficulties do not arise.

**3** We would hire Negroes, but they don't apply for work.

*Answer:* If your community knows you have a fair employment policy, qualified applicants will come to you, regardless of their religion or race.

**4** Someday Negroes will be able to fill the kind of jobs we have but not yet.

*Answer:* Negroes who have equivalent training and skill are just as good workers as other people. Personnel records prove there is no difference in turnover, absenteeism, and punctuality between Negroes and other workers.

**5** I am afraid our workers will object and walk out.

*Answer:* With positive leadership many companies have adopted nondiscriminatory employment practices and put them into effect without incident.

**6** We believe in equal job opportunity and would like to go ahead, but we think we might offend some people.

*Answer:* People admire courage. Pioneers in nondiscrimination have made good friends all over this great country.

# EIGHT STEPS TO EQUAL JOB OPPORTUNITY

*Experience has shown that the following methods are practical in bringing about successful integration:*

**1** Develop a policy of integration and announce it to the entire organization.

**2** Explain policy and methods for its introduction to all supervisors, personnel managers, foremen, interviewers, etc.

**3** Explain policy to all workers and union officials.

**4** Select carefully initial members of group to be integrated, making sure that they are competent and personable.

**5** Place member of minority group in strategic position in personnel or industrial relations department.

**6** Explain policy to all job applicants.

**7** Enlist the cooperation of the community.

**8** Handle all complaints promptly.

■ Top management has the main responsibility to assure equal job opportunity, but there must also be willing cooperation on the part of supervisors and foremen, other employees and the whole community. Equal opportunity is everybody's responsibility.

# Principal Contracting Agencies

Department of Agriculture

Atomic Energy Commission

Central Intelligence Agency

Department of Commerce

Department of Defense

Defense Materials Procurement Agency

Federal Civil Defense Administration

Federal Communications Commission

Federal Power Commission

Federal Trade Commission

Foreign Operations Administration

General Accounting Office

General Services Administration

Government Printing Office

Department of Health, Education, and Welfare

Housing and Home Finance Agency

Department of the Interior

Department of Justice

Department of Labor

National Advisory Committee for Aeronautics

Panama Canal Company

Post Office Department

Railroad Retirement Board

Selective Service System

Department of State

Tennessee Valley Authority

Department of the Treasury

Veterans Administration

*Correspondence may be addressed to—*
The President's Committee on Government Contracts Washington 25, D. C.

U. S. GOVERNMENT PRINTING OFFICE 1954—O-304612

# FIRST REPORT

## PRESIDENT'S COMMITTEE ON GOVERNMENT CONTRACTS

# The President's Committee on Government Contracts
**Washington 25, D.C.**

Richard Nixon, Chairman

# NEWSLETTER

NEWSLETTER NO. 1 - PRESIDENT'S COMMITTEE ON GOVERNMENT CONTRACTS - FEBRUARY 1955


## IMPLEMENTATION PLAN PUBLISHED

The President's Committee has just issued a GENERAL STATEMENT REGARDING THE IMPLEMENTATION OF THE NATIONAL PROGRAM FOR EQUAL ECONOMIC OPPORTUNITY. The 17-page brochure which was prepared in cooperation with the principal contracting agencies sets forth in detail the constituents for implementing the Federal Government's non-discrimination program.

The pamphlet discusses the procedures agreed upon by the contracting agencies and the President's Committee on Government Contracts for the distribution of information; the initiation and scope of compliance reviews; the conduct of investigations; compliance actions and reports.

In the section dealing with the distribution of information, guides are set forth indicating the kind of information the Committee will distribute as distinguished from the kind of information the contracting agencies will transmit.

Compliance reviews will be carried on by the contracting agencies on a periodic spot-check basis. They will also provide occasions for advancing suggestions to contractors as to how they can improve their compliance with the program. Previously, the initiation of compliance action was dependent almost exclusively on the filing of complaints.

The pamphlet also sets forth in some detail the action the agencies will take in making investigations of complaints.

Compliance actions designed to improve the general performance of the non-discrimination program may be undertaken in either a formal or informal manner. Exceptions to any compliance suggestions may be taken by the contractors and will receive careful consideration. (continued on page 4)

## CAPITAL BUSES DROP RACE BARS

The Capital Transit Company of Washington, D. C., announced on January 13, 1955, it was adopting immediately an employment policy "without racial consideration." The Union representing the employees said in the same statement it "will cooperate wholeheartedly in the fulfillment of the company's new policy."

Two Negro employees were upgraded immediately after the announcement and are now in training.

This action came after 14 months of negotiations by The President's Committee on Government Contracts. The policy of the Capital Transit Company has been a national issue for many years. Three years of negotiations under the old Fair Employment Practice Committee collapsed in 1945 when the Committee was unable to enforce a directive to the company requiring them to eliminate discrimination in their employment policies.

## VICE PRESIDENT NIXON'S STATEMENT

"As Chairman of the President's Committee on Government Contracts, it is a source of great satisfaction to learn that the Capital Transit Company has instituted a policy of non-discriminatory employment, and that this policy will have the active cooperation and support of the labor union which bargains collectively for this company's workers.

The President's Committee has devoted considerable time and effort to assist in carrying out the President's promise to eliminate segregation and discrimination in the Nation's Capitol.

The action of the company represents a significant advance in our efforts to redeem this pledge. The steps which the company has taken to provide equal economic opportunity for qualified persons is a testament

(continued on page 4)

## IMPROVING AND MAKING MORE EFFECTIVE THE NONDISCRIMINATION PROVISIONS OF GOVERNMENT CONTRACTS

### COMPLIANCE ACTIVITY

As of January 15, 1955, The President's Committee on Government Contracts had received 104 complaints. Of the 104 complaints received, 25 were not processed due to lack of jurisdiction or inadequate information; 37 cases have been closed due to approval of contracting agency action. This approval means either that the investigation revealed compliance with the non-discrimination clause or that violations of the clause have been corrected. A violation of the non-discrimination clause was found in 12 of the 37 cases and compliance action has been taken by the contractor. Forty-two cases are still in process; 15 of these cases are awaiting the completion of the investigation; 4 are pending the receipt of additional information; 13 present problems which are under study by special Sub-Committees; 10 are before the Sub-Committee on Review pending further action.

### Sub-Committee on Review

The key element in the compliance procedures of The President's Committee is the Sub-Committee on Review. This Committee is headed by Deputy Attorney General William P. Rogers and includes Thomas P. Pike, Assistant Secretary of Defense; William Mitchell, General Council, Atomic Energy Commission; George B. McKibbin, Consultant to the Administrator, General Services Administration. The Committee also included a representative designated by the Secretary of Commerce. Until his recent resignation, this representative was James C. Worthy, Assistant Secretary of Commerce. All of the investigations of complaints which are made by the various contracting agencies are reviewed by this Committee.

### PROCEDURES FOR FILING COMPLAINTS ISSUED

Attached to this newsletter is a copy of a new publication of The President's Committee on Government Contracts giving instructions for the filing of complaints of discrimination on Federal contracts. Several thousands of these will be distributed through State employment services. Copies are also available for general distribution to individuals and organizations.

**FROM CASE FILES** - Each issue of this newsletter will contain summaries of cases representing action by one of the major Government agencies.

The following cases represent action taken by the Department of Defense.

CASE NO. 29

Two complainants alleged that a company engaged in making components for jet airplanes in the Midwest refused to employ Negroes.

The Government agency (Defense Department-Army) having a contract with the company made an investigation and reported that Negroes were employed but only in janitorial capacities. The company maintained it did not discriminate but lacked qualified Negro applicants. As a result of direct contact between company officials and the contracting agency, the company agreed that it would review its recruitment policies and that new applicants would be hired on the basis of merit only. Shortly thereafter the State Anti-Discrimination Commission in that area advised the President's Committee that it regarded the complaint as resolved and has subsequently advised the President's Committee the company has hired several qualified Negroes in skilled capacities.

CASE NO. 36

A local organization complained that an automotive and airplane parts manufacturer located in the Midwest was discriminating in its employment practices by filling discriminatory job orders and including questions on its application forms designed to establish the race and religion of the applicant. These practices differed with various departments of the plant and at times were directed against Jews, Catholics, and Protestants.

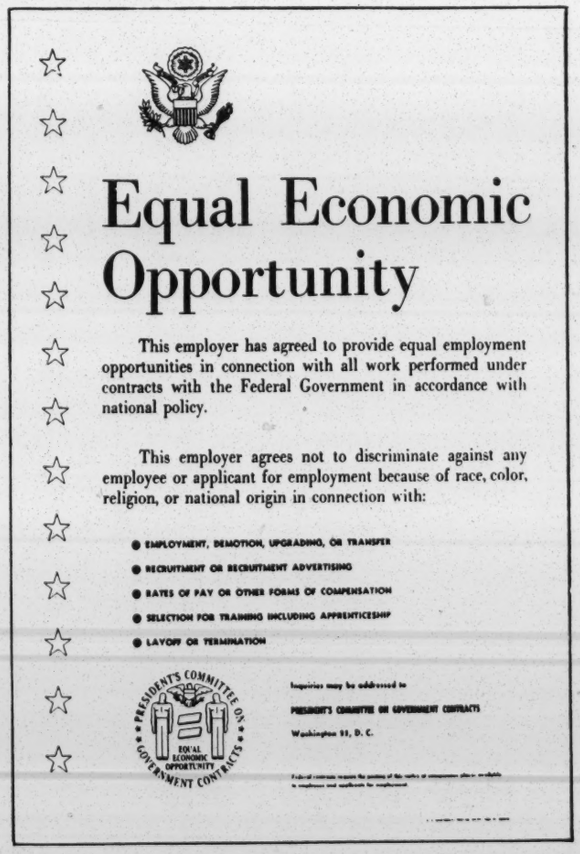
The Government agency involved (Department of Defense--Army) conducted an investigation which resulted in the company amending their application forms, issuing a memorandum to all divisions of the company outlining company policy of merit hiring only and notifying company recruitment sources of this policy and directing them to refer qualified individuals regardless of race, religion, or national origin.

CASE NO. 2

An independent agency reported that a Midwest precision tool manufacturer refused to hire qualified Negro applicants as a matter of company policy. The Government agency (Defense--Air Force) making the investigation stated there was no discrimination by the company as Negro applicants cited in complaint were not qualified. The report did indicate,however, that no Negroes had ever been hired for production work. A reinvestigation was requested by The President's Committee on Government Contracts which resulted in a conference among State employment service representatives, the independent agency as complainant, and company officials to review the recruiting policies of the company. As a consequence Negroes were hired for skilled positions.

JAMES M. NABRIT, JR. - APPOINTED

President Eisenhower recently announced the appointment of James M. Nabrit, Jr. to The President's Committee on Government Contracts. Mr. Nabrit is nationally known for his work in civil rights. He is the Secretary of Howard University and a member of its law school faculty.



Equal Economic Opportunity

This employer has agreed to provide equal employment opportunities in connection with all work performed under contracts with the Federal Government in accordance with national policy.

This employer agrees not to discriminate against any employee or applicant for employment because of race, color, religion, or national origin in connection with:

- EMPLOYMENT, DEMOTION, UPGRADING, OR TRANSFER
- RECRUITMENT OR RECRUITMENT ADVERTISING
- RATES OF PAY OR OTHER FORMS OF COMPENSATION
- SELECTION FOR TRAINING INCLUDING APPRENTICESHIP
- LAYOFF OR TERMINATION

PRESIDENT'S COMMITTEE ON GOVERNMENT CONTRACTS
EQUAL ECONOMIC OPPORTUNITY

Inquiries may be addressed to
PRESIDENT'S COMMITTEE ON GOVERNMENT CONTRACTS
Washington 25, D. C.

Above is a reproduction of the notice all Government contractors are required to post.

EQUAL OPPORTUNITIES PAMPHLET WELL RECEIVED

Two hundred fifty thousand copies of "Equal Job Opportunity is Good Business" have been distributed since its release in September 1954. Requests for it have come from all parts of the country. The pamphlet, which describes the national equal job opportunity program and progress which has been made in eliminating discrimination because of race, religion or national origin, was designed especially for contractors. However, both the CIO and AFL have made extensive distributions of it as have national and local private organizations.

In September 1954, Vice President Nixon wrote to directors and officers of several hundred of the principal contractors with the Federal Government urging their cooperation with the National Equal Job Opportunities program and enclosing a copy of this pamphlet. The response to the Vice President's letter was overwhelmingly favorable. Following are quotations from two of these replies.

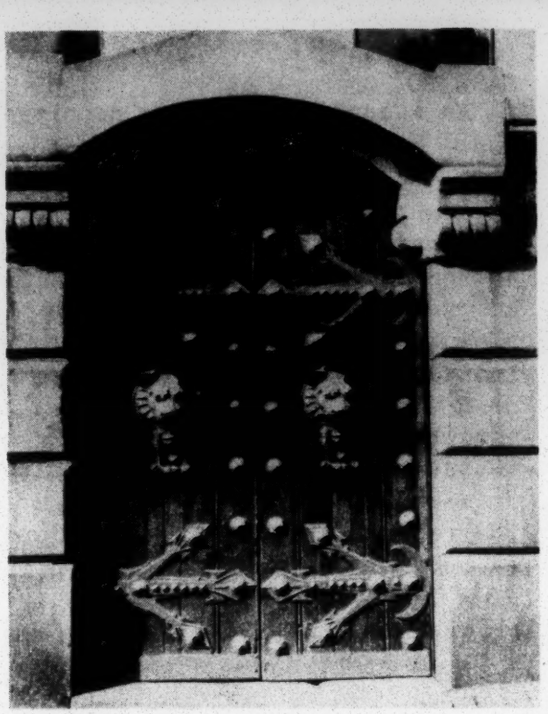
"...We have noted the booklet which was prepared by the Committee on Government Contracts and wish to assure you that United States Steel, since its organization in 1901, has pursued its principal objective which is the production of steel of the highest quality to meet the quantity requirements of its customers and the nation. In achieving this objective, which requires the most modern and efficient equipment, we shall continue to seek employees with the highest degree of skill and ability in every location, without regard to race, creed, color or national origin." C. F. Hood, President, United States Steel Corporation.

"...It is a pleasure for me to have this opportunity of congratulating you and your fellow Committee members on the outstanding work being done in encouraging nondiscrimination within the Government's contracting agencies. The continuation and expansion of your Committee's program throughout the American industrial community is, I believe, the very best means of assuring equality of opportunity for all Americans. And in this you can be assured of the full support of myself and my associates within our entire organization." Thomas J. Watson, International Business Machines Corporation.

# THERE ARE NO CLOSED DOORS...

when you apply for a job with a Government contractor. Jobs must be filled on the basis of qualifications, not race, religion or national origin. This is the policy of your Government.

PRESIDENT'S COMMITTEE ON GOVERNMENT CONTRACTS ★ WASHINGTON 25, D. C.



CAR CARD CAMPAIGN LAUNCHED

In cooperation with the Advertising council, 350 transit systems throughout the country will post 55,000 car cards (illustration above) publicizing the national program of Equal Job Opportunity. Extra copies of car cards are available in limited quantities for display by local agencies. Any reactions to these car cards from communities where they appear would be appreciated. Information about the communities where they are scheduled to be posted is available from The President's Committee.

COPIES OF FIRST REPORT AVAILABLE

Copies of the First Annual Report of The President's Committee on Government Contracts are available to interested agencies and individuals. The report gives the background of the work of The President's Committee on Government Contracts and describes the accomplishments of the first phase of the Committee's program. Copies may be obtained by writing to The President's Committee on Government Contracts, Washington 25, D.C.

IMPLEMENTATION (continued from page 1)

The Committee will request the contracting agencies to furnish it with reports on a periodic basis both for the purpose of determining the operating experiences of the contracting agencies as well as for obtaining data to be used in the Committee's annual report to the President.

LABOR AND STATE AGENCIES CONFERENCES

The President's Committee on Government Contracts has scheduled two conferences with representatives of groups concerned with the enforcement of the non-discrimination clause in Federal contracts. On March 15 the Committee will meet with representatives of organized labor. It is also planning a conference with State and municipal anti-discrimination agencies. The date for this meeting has been set for April 19, 1955.

The Committee held a conference with the principal trade and industrial associations on December 15, 1954 and another with national private agencies in May of 1954.

STATEMENT (continued from page 1)

to the ideal of human dignity and liberty cherished by all of us. In this connection, I should like to acknowledge with appreciation the efforts of John A. Roosevelt who has represented the President's Committee in the negotiations with the interested parties.

On behalf of the President and members of our Committee, I congratulate all the parties for seeking to utilize effectively one of our country's most important assets - manpower - and contributing toward the economic integration of our nation."

# EQUAL
# job opportunity

Procedures for
filing complaints
under Executive Order
10479.

PRESIDENT'S COMMITTEE ON
GOVERNMENT CONTRACTS

*Washington 25, D. C.*

**EVERY** *Federal contract involving the employment of labor, issued on or after December 2, 1954, contains the following provision:*

"In connection with the performance of work under this contract, the contractor agrees not to discriminate against any employee or applicant for employment because of race, religion, color, or national origin. The aforesaid provision shall include, but not be limited to, the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay, or other forms of compensation; and selection for training, including apprenticeship. The contractor agrees to post hereafter in conspicuous places, available for employees and applicants for employment, notices to be provided by the contracting officer setting forth the provisions of the nondiscrimination clause.

The contractor further agrees to insert the foregoing provision in all subcontracts hereunder, except subcontracts for standard commercial supplies or raw materials."

**THE FEDERAL GOVERNMENT** expects contractors to comply voluntarily with their contracts. The Government recognizes, however, that there will be complaints alleging violation of the nondiscrimination clause. The President has authorized the Committee on Government Contracts to receive such complaints.

**PRESIDENT'S COMMITTEE**

**ON GOVERNMENT CONTRACTS**

*Washington 25, D. C.*

# PROCEDURES FOR FILING COMPLAINTS

**HOW** *are complaints filed?*

Complaints may be filed by writing a letter to the President's Committee on Government Contracts, Washington 25, D. C.

**WHO** *may file a complaint?*

Any person or organization with knowledge of the failure of a Federal contractor to comply with the nondiscrimination clause in the contract may file a complaint with the President's Committee.

**WHAT** *information should be included in the letter?*

1 Name and address of complainant.

2 Name and address of employer (contractor or subcontractor).

3 Brief statement of what part of the nondiscrimination clause is alleged to be violated, i. e., employment, demotion, upgrading, or transfer; recruitment or recruitment advertising; rates of pay or other forms of compensation; selection for training including apprenticeship; layoff or termination.

4 Specific evidence supporting the allegation, giving names of persons involved and date of any instances of discrimination in addition to as detailed a description as possible of the circumstances of the case.

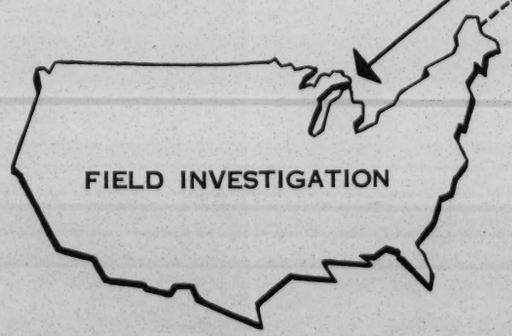
*What happens to complaints when they are filed with the Committee?*

A complaint is filed when an individual or organization writes a letter to the President's Committee giving evidence of discrimination by a company holding a contract with the Federal Government.

**THE PRESIDENT'S COMMITTEE ON GOVERNMENT CONTRACTS**

The Committee determines jurisdiction on this complaint and sends it to the appropriate government contracting agency with a request to make an investigation and to bring about compliance if the complaint is justified.

**GOVERNMENT CONTRACTING AGENCY**




The contracting agency takes the following steps:

1 A field investigation is made.

2 Through negotiation and conciliation, non-compliance is corrected.

3 Notification of the results of the investigation is made to the Committee, which then advises the complainant and contractor accordingly.

*Whose* **RESPONSIBILITY** *is it to assure equal job opportunity on work done on Federal contracts?*

**FIRST:** *Contractors*

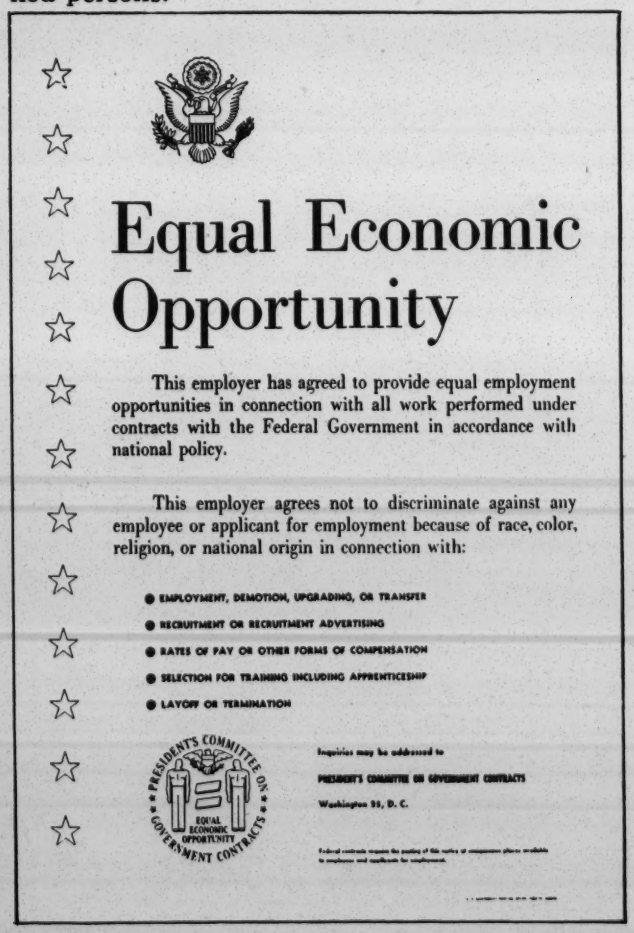
By signing the contract containing the nondiscrimination in employment clause, contractors agree to assume this responsibility.

**SECOND:** *Agencies of Government*

The President directed the contracting agencies of the Government to obtain compliance. By routine compliance checks, the investigation of complaints, and educational methods, the Government agencies bring about compliance.

**THIRD:** *The Public*

The public can help bring about compliance by supporting equal job opportunity for all qualified persons.



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PRESIDENT'S COMMITTEE ON GOVERNMENT CONTRACTS
EQUAL ECONOMIC OPPORTUNITY

Inquiries may be addressed to

PRESIDENT'S COMMITTEE ON GOVERNMENT CONTRACTS

Washington 25, D. C.

## THE PRESIDENT'S COMMITTEE ON GOVERNMENT CONTRACTS

President Eisenhower appointed the following Committee to assist in obtaining compliance with the nondiscrimination clause in Federal contracts.

The Honorable RICHARD M. NIXON, Chairman
Vice President of the United States

The Honorable JAMES P. MITCHELL, Vice Chairman
Secretary of Labor

### PUBLIC MEMBERS:

FRED LAZARUS, Jr.
President, Federated Department Stores,
Cincinnati, Ohio

GEORGE MEANY
President, American Federation of Labor,
Washington, D. C.

JAMES M. NABRIT, Jr.
Secretary, Howard University, Washington, D. C.

MRS. HELEN ROGERS REID
Chairman of the Board, New York Herald Tribune,
New York, N. Y.

WALTER P. REUTHER
President, Congress of Industrial Organizations,
Washington, D. C.

JOHN A. ROOSEVELT
President, Lee Limited, New York, N. Y.

IVAN L. WILLIS
Vice President, International Harvester Co.,
Chicago, Ill.

JOHN MINOR WISDOM
Attorney, New Orleans, La.

### GOVERNMENT REPRESENTATIVES:

GEORGE B. MCKIBBIN
Consultant to the Administrator,
General Services Administration

WILLIAM MITCHELL
General Counsel, Atomic Energy Commission

The Honorable THOMAS P. PIKE
Assistant Secretary of Defense

The Honorable WILLIAM P. ROGERS
Deputy Attorney General

The Honorable JAMES C. WORTHY
Assistant Secretary of Commerce

MAXWELL M. RABB
Associate Counsel to the President,
White House Liaison with Committee

JACOB SEIDENBERG
Executive Director

U. S. GOVERNMENT PRINTING OFFICE : 1954—O—322333

THE PRESIDENT'S COMMITTEE ON
GOVERNMENT CONTRACTS
WASHINGTON 25, D. C.

October 27, 1955

Mr. Fred B. Routh
Southern Regional Council, Inc.
63 Auburn Avenue, N. E.
Atlanta, Georgia

Dear Fred:

Thanks very much for your memo of October 21. We will be delighted to add to our mailing list the names of the people in your affiliated state organizations.

I hope to see you in Milwaukee at the NAIRO conference and have the opportunity of talking with you then.

Best personal regards.

Sincerely yours,

Charles

Charles Livermore

Copies: FBR
JH
CHP

March 16, 1956

President's Committee on Government Contracts
Washington 25, D.C.

Dear Sirs:

We received with profit two copies of your Second Annual Report. I have twelve State organizations in the South to each of which I would like to send a copy. Can you send me twelve more?

Sincerely,

George S. Mitchell
Executive Director

29 March 56

Mr. Charles Livermore
President's Committee on Government Contracts
Washington, D.C.

Dear Charlie,

We are doing an inventory of what has happened in the South since May 1954 in the way of desegregation, steps toward it, or improved practices. We are interested in many areas other than School desegregation: business and industry, labor, religious institutions, etc.etc.

The President's Committee has been doing a great job in working with firms which have government contracts. Could you supply us with a run down of what has been accomplished since May '54. If you have annual reports for '54 and '55 could we have copies ? Any other material you might have on specific case studies would be helpful too. Don't want to over-burden you but just a quick resumé would be most helpful.

We would like the same information from the President's Committee on Government Employment Policy; could you ask them for us or to whom should I write ? Is Maggie Garritty with that outfit ?

Sorry I couldn't make the last NAIRO Board meeting but hope to be at the next one.

Things are really happening fast here in the South. I had hoped to get to talk with you at the meeting of the National Civil Liberties Clearing House meeting in Washington but you disappeared before I had a chance. Sen. Morse was very effective that evening.

Best personal regards; Cordially,

Frederick B. Routh
Assistant Director

April 9, 1956

Mr. Ross Clinchy, Executive Director
President's Committee on Government Employment Policy
U.S. Civil Service Building
Washington 25, D.C.

Dear Ross Clinchy:

I haven't seen you in a number of years; not since I met you with your father in New York back in the late 'forties or early 'fifties. I am now with the Southern Regional Council as Assistant Director in charge of State Organizations.

We are geeting out an "Inventory of Desegregation" covering the period of May, 1954 to the present. We are interested in what the President's Committee on Government Employment Policy is doing and has done. Could you please send us any reports that you have produced and if there are any specific cases of changed policy in Southern locales, could you please list them for us? We have already obtained comparable information from Charles Livermore over at the Committee on Government Contracts.

Best regards to you.

Cordially,

Frederick B. Routh
Assistant Director

FBR:mef

April 9, 1956

Mr. Charles Livermore
The President's Committee on Government Contracts
Washington 25, D.C.

Dear Charles:

Thanks very much for the speedy cooperation in sending us the series of publications which the President's Committee has published. Would it be possible for you to send us the dates and locations and names of firms which have actually hired Negro people on a non-discriminatory basis since May, 1954, in the South? If you wish we would keep the actual names confidential but we would like a record of them for our files and a tally of them for our publication - Inventory of Desegregation.

Please thank Maggie Garrity for me for her P.S. and the information contained therein.

Best regards. Will see you at the NAIRO Board meeting in Detroit.

Cordially,

Frederick B. Routh,
Assistant Director

FBR:mef

THE PRESIDENT'S COMMITTEE ON
GOVERNMENT CONTRACTS
WASHINGTON 25, D. C.

April 23, 1956

Mr. Frederick B. Routh
Assistant Director
Southern Regional Council, Inc.
Room 432 - 63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Fred:

I have your letter of April 9, which was waiting for me when I returned from Chicago. I have also talked with Miss Price, who came in collecting material, very much like that which you requested in your letter. I was not very well prepared for her, and I certainly didn't give her very much.

I will do my best to get the material together which you have asked for, and get it off to you to the extent that we have.

I'm afraid the South East part of the country looks very thin in our records too.

I certainly expect to see you in Detroit and maybe I can give you some of the material you want while we are there.

Yours sincerely,

Charles L.

Charles Livermore

April 23, 1956

Mr. Ross Clinchy, Executive Director
The President's Committee on Government Employment Policy
Washington 25, D.C.

Dear Ross Clinchy:

Many thanks for your helpful letter and the enclosures. Your answers are of help to us in our desegregation inventory. I have turned the papers over to our Research Assistant, and if any questions develop I will send them on to you. Thanks once more.

Best regards.

Cordially,

Frederick B. Routh
Assistant Director

FBR:mef

FBR

August 1, 1956

Miss Margaret Garrity
The President's Committee on Government Contracts
Washington 25, D. C.

Dear Maggie:

Thank you for your generosity in sending us twelve copies of the Manual. I am sending you a list of our state directors so that you may place them on your mailing list.

If I am not mistaken, however, this was done some time ago, and you might check your mailing list for their names.

I have passed your warm regards on to George and John, and they return them raised to the second power.

We will be glad to share any material we have with you for the Minority Manpower Conference being held in December. We expect most of our information in the special investigating program to be complete by September.

Cordially,

Frederick B. Routh
Assistant Director

FBR:mef

THE PRESIDENT'S COMMITTEE ON
GOVERNMENT CONTRACTS
WASHINGTON 25, D. C.

July 27, 1956

Mr. Frederick B. Routh
Assistant Director
Southern Regional Council, Inc.
Room 232, 63 Auburn Avenue, N.E.
Atlanta 3, Georgia

Dear Fred:

As you requested in your letter of July 23, we are mailing under separate cover 12 copies of the "Manual." Additional copies of this publication may be procured through the Government Printing Office at a very nominal fee.

The person who handles our files for our mailing list is on vacation right now and I am not sure that I checked the files adequately to determine if all of your State affiliates were receiving our material. However, if you would send us the names and addresses of the State directors, we would be happy to place them on the mailing list so that they will receive future publications from our office as they are issued.

I enjoyed very much the opportunity of being with George Mitchell not too long ago at a summer school in Virginia, and being with John Hope at the Fisk Institute the early part of this month. Please give them and Mort Elder my regards. If Mort has any information that you feel could be shared with me ~~or~~ as background material for the Minority Manpower Conference we are holding in December, I would appreciate very much receiving it. I would of course keep it confidential if you so desired but it might help us better plan our work with the unions on the apprenticeship program.

With all best wishes and best regards,

Cordially yours,

Maggie

Margaret Garrity

Memo from **MILDRED JOHNSON**

President's Committee on Equal Housing Opportunity:

Members: (See NEWYORK TIMES clip of 5/17/63)

To be headed by seven (7) Kennedy Administratio
Officials along with

David L. Lawrence, former Gov. of Pennsylvania

Lay citizens:

Lewis H. Weinstein
(Boston attorney and Lecturar at Harvard Law School)

Earl B. Schwulst, Chairman
Bowery Savings Bank
New York

Roland B. Sawyer
(Housing Consultant, United Steelworkers)

Cyril Magnin
(San Francisco business man)

Ferdinand Kramer
(Chicago builder and mortgage banker)

Charles Keller, Jr.
President
Keller Construction Company
New Orleans, La.

Theodore A. Jones
(Chicago insurance executive)

Jack T. Conway
(Executive Assistant to Walter Reuther, Industrial Union Department, AFL-CIO)

April 9, 1956

Mr. Ross Clinchy, Executive Director
President's Committee on Government Employment Policy
U.S. Civil Service Building
Washington 25, D.C.

Dear Ross Clinchy:

I haven't seen you in a number of years; not since I met you with your father in New York back in the late 'forties or early 'fifties. I am now with the Southern Regional Council as Assistant Director in charge of State Organizations.

We are geeting out an "Inventory of Desegregation" covering the period of May, 1954 to the present. We are interested in what the President's Committee on Government Employment Policy is doing and has done. Could you please send us any reports that you have produced and if there are any specific cases of changed policy in Southern locales, could you please list them for us? We have already obtained comparable information from Charles Livermore over at the Committee on Government Contracts.

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Assistant Director

FBR:mef

April 23, 1956

Mr. Ross Clinchy, Executive Director
The President's Committee on Government Employment Policy
Washington 25, D.C.

Dear Ross Clinchy:

Many thanks for your helpful letter and the enclosures. Your answers are of help to us in our desegregation inventory. I have turned the papers over to our Research Assistant, and if any questions develop I will send them on to you. Thanks once more.

Best regards.

Cordially,

Frederick B. Routh
Assistant Director

FBR:mef

# THIRD REPORT

## OF THE

# PRESIDENT'S COMMITTEE

## ON

# GOVERNMENT EMPLOYMENT POLICY

THE PRESIDENT'S COMMITTEE ON GOVERNMENT EMPLOYMENT POLICY

EQUALITY OF OPPORTUNITY

Dic

via air mail

August 26, 1959

Dr. Ross Clinchy
President's Committee on Government
Employment Policy
Washington 6, D. C.

Dear Dr. Clinchy:

You may remember that, in our recent conversation, we discussed the possibility of your meeting with the Southern interagency group. The date has now been set for September 15 and 16, and I have been asked to extend a cordial invitation to you to join us for a session on the President's Committee on Government Employment Policy. Although this is late notice -- for which I apologize -- we hope you will find it possible to come.

Will Campbell, Southern race relations staffer for the National Council of Churches, will be the chairman of this meeting. He suggests that you join us for a session of an hour or more at the beginning of the meeting -- that is, at 2:00 p.m., Tuesday the 15th, in the conference room, Administration Building, Atlanta University. If that isn't convenient, an alternative would be 9:30 a.m. the following day.

It's not possible yet to predict the attendance. I can only say that up to now representation has been

very good, averaging 30 or more staff persons engaged in Southern human relations programs. Enclosed is a list of the main participating organizations. Whatever the attendance, those present will be keenly interested in knowing more about the work of your agency.

If you can't make it this time, of course, we will try again later. I'll look forward to hearing from you.

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf
Enclosure - 1. (List of participating agencies)

# L I S T

(Cooperating Human Relations Agencies)

1. American Friends Service Committee
2. American Jewish Committee
3. American Jewish Congress
4. Anti-Defamation League of B'nai B'rith
5. The Christian Life Commission of the Southern Baptist Convention
6. Race Relations Department - Board of Home Missions - American Missionary Association Division, Congregational Christian Churches
7. United Christian Missionary Society Disciples of Christ
8. National Council of the Protest Episcopal Church
9. Jewish Labor Committee
10. Women's Division of Christian Service Board of Missions, The Methodist Church
11. National Association for the Advancement of Colored People
12. National Conference of Christians and Jews
13. National Council of Churches of Christ in the USA
14. National Council of Jewish Women
15. National Urban League
16. The Board of Christian Education of the Presbyterian Church in the USA
17. Southern Christian Leadership Conference
18. Southern Regional Council, Inc.
19. Unitarian Service Committee, Inc.
20. United Automobile Workers, Fair Practices and Anti-Discrimination Department
21. National Student Council - YMCA
22. National Board - YWCA

VIA AIR MAIL

July 8, 1959

Dr. Ross Clinchy
Executive Director
The President's Committee on
Government Employment Policy
Washington 25, D. C.

Dear Dr. Clinchy:

Thank you for your letter of July 7.

I have heard of you and your agency often and have wanted for some time to meet you; so the word of your impending visit to Atlanta is most welcome.

Next Wednesday at 2:30 will be perfectly convenient for me. I will look forward with pleasure to seeing you then.

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

Rec'd 7/8/59

**THE PRESIDENT'S COMMITTEE**
**ON**
**GOVERNMENT EMPLOYMENT POLICY**
**WASHINGTON 25, D. C.**

July 7, 1959

AIR MAIL

Dr. Harold C. Fleming
Southern Regional Council
Room 432
63 Auburn Avenue, N. E.
Atlanta, Georgia

Dear Dr. Fleming:

By way of introduction, I am the Executive Director of the President's Committee on Government Employment Policy. This is a sister Committee to the Committee on Government Contracts, and has the general responsibility of working with the Federal agencies on the problem of enforcing and implementing the policy which prohibits discrimination in the Federal civil service. I have never had the pleasure of meeting you, but I have heard you speak with considerable brilliance on several occasions.

I plan to be in Atlanta on Wednesday and Thursday, July 15th and 16th, to talk with a number of individuals privately on problems related to our work. This is not our first contact with Atlanta, since we have held an area conference with government administrators there two years ago and have returned on one or two occasions to talk with Urban League officials. For some time, however, I wanted to have an opportunity to sit down with you.

I am wondering if you might be in your office on the afternoon of July 15th about 2:30 p. m., and if I might have the privilege of conferring with you. There are a number of matters which I think are of mutual interest to both of us. If this is a bad hour, I will be in the city the following morning, July 16th, and I could drop by at that time. I am most anxious to have the benefit of your own experience. If you are not available personally I would be glad to talk with any member of your staff.

Sincerely yours,

Ross Clinchy

Ross Clinchy
Executive Director

September 4, 1959

Dr. Ross Clinchy
Executive Director
The President's Committee on
Government Employment Policy
Washington 25, D. C.

Dear Ross:

Thanks for the welcome news that you will be with us at the interagency meeting on September 15. This will add greatly to the interest and importance of the meeting.

I am looking forward to seeing you again.

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

THE PRESIDENT'S COMMITTEE
ON
GOVERNMENT EMPLOYMENT POLICY
WASHINGTON 25, D. C.

RECEIVED SEP 2 1959

August 28, 1959

Dr. Harold C. Fleming
Executive Director
Southern Regional Council
Room 432
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Harold,

It was good to have your letter with its invitation to come down to Atlanta on Tuesday, September 15. In checking my calendar I find it will be possible for me to fly down that morning in time for a 2 p. m. meeting that day.

I am not the least concerned about attendance. This is a most important group and I welcome the opportunity to talk with them. I have, therefore, planned to meet you at Atlanta University at the appointed hour.

Looking forward to being with you,

Sincerely yours,

Ross Clinchy

Ross Clinchy
Executive Director

Via Air Mail

December 22, 1959

Dr. Ross Clinchy
President's Committee on Government
Employment Policy
Washington 6, D. C.

Dear Ross:

I have given your call serious thought over the weekend and have concluded, with some regret, that I should be considered out of the running. However, I greatly appreciate your thinking of me.

You may well have a plethora of good prospective candidates, but I'd like to throw in a few suggestions, with special emphasis on one of them.

Fred Routh, whom you know, would merit consideration; but having been such a short time in the Michigan job, he probably wouldn't available. And there might also be problems of political identification.

Paul Rilling of our staff, whom you may also have met, would be a good man for the job. We are anything but anxious to lose him, but I can't conscientiously fail to mention him.

A third possibility is Emory F. Via, formerly our labor consultant, now on the faculty of the School for Workers at the University of Wisconsin. Emory has earned wide respect in the intergroup relations field and would unquentionably do an outstanding job. Employment has long been a special interest of his. Although his main experience is in

labor education, he has combined that interest with a deep and professional concern for human relations. As labor consultant for SRC, he was virtually interchangeable with the other staff members, in both knowledge and skill. He is a Southerner and a Quaker.

If you are interested in exploring Emory's qualifications -- or for that matter Routh's or Rilling's -- I can supply as much additional background from this vantage point as you might wish.

Best regards and good wishes of the Season.

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

CLASS OF SERVICE

This is a fast message unless its deferred character is indicated by the proper symbol.

# WESTERN UNION TELEGRAM

W. P. MARSHALL, PRESIDENT

1201

SYMBOLS

DL = Day Letter

NL = Night Letter

LT = International Letter Telegram

The filing time shown in the date line on domestic telegrams is STANDARD TIME at point of origin. Time of receipt is STANDARD TIME at point of destination

AA31 MB024

1960 JAN 4 AM 10 41

M MDA065 PD=MADISON WIS 4 927AMC=

HAROLD C FLEMING= SOUTHERN REGIONAL COUNCIL

63 AUBURN AVE NE ATLA=

:CANNOT CONSIDER WASHINGTON PROPOSITION. THANKS HAPPY

NEW YEAR=

EMORY=

THE COMPANY WILL APPRECIATE SUGGESTIONS FROM ITS PATRONS CONCERNING ITS SERVICE

Via Air Mail

January 4, 1960

Mr. W. A. McCoy
President's Committee on Government
Employment Policy
Washington 6, D. C.

Dear Mr. McCoy:

Following our telephone conversation of last week, I talked with Emory Via about his possible availability. After thinking about the matter over the New Year weekend, he advises me today that he could not consider a change of position at this time.

I am truly sorry this didn't work out, for the post you are filling is an important one and Emory would have been a fine choice.

Cordially,

Harold C. Fleming
Executive Director

HCF/mf

File

THE UNIVERSITY OF WISCONSIN
University Extension Division

SCHOOL FOR WORKERS
MADISON 6, WISCONSIN

December 28, 1959

Harold Flemming
Southern Regional Council
63 Auburn Ave., N.E.
Atlanta 3, Georgia

Dear Harold:

It was good to hear from you the other night. The snow went to nine inches -- a fifty year record for December; you stoop mighty low in your timing.

The possibilities which you jumped up left me not knowing how to respond. I canot figure whether I've lost my imagination, was just plain overwhelmed, or just feel a basic need to get my feet on the ground. Man it's like all three.

I am skeptical of my talents especially in a key responsible position ~~in which~~ which is part of a large, and at best frustrating, bureauracracy. On the other hand I am extremely pleased to hear your optimistic report of things hoped for from the Committee on Federal Employment practices.

Somehow the Washington tangle fills me with discomfort; for much of the rest of what is involved in such a job, if I stop to think, I realize that I have had some experience, that my contacts with helpful and still friendly resources is perhaps unusually good, and if there is good supporting staff -- perhaps especially on the administrative level -- that the job might be of size.

So the rambling thoughts go; it may tease me for years to come. I am inclined to believe that I can make a good place here and that the family needs to settle -- actually this last applies most to David at this point. Thus far my dissatisfactions here have been mostly with myself and this means greater effort on my part, achieving some confidence in my own knowledge in certain areas( by acquiring a little knowledge), rather than escaping to other climes.

Margaret and I are both appreciative of your interest and friendship even though we recognize that your call was just an inquiry. I should repeat that I do not feel permanently rooted here nor that ~~I am/can~~ I wish to cut myself off from the human relations front or from fair employment practices.

Please give our very good regards to family and staff. It's no secret that I still miss the South, SRC and working with you. Best personal wishes.

Emory

Emory F. Via

LWD ✓
PR ✓
MF

THE PRESIDENT'S COMMITTEE
on
GOVERNMENT EMPLOYMENT POLICY
Washington 25, D. C.

December 1, 1960

MEMORANDUM NO. 16

TO HEADS OF DEPARTMENTS AND INDEPENDENT ESTABLISHMENTS

SUBJECT: Survey of Employment of Negroes in Full-time Federal Civilian Positions as of December 31, 1960

As of March 31, 1956, Federal agencies surveyed, at the Committee's request, their local offices in Chicago, Los Angeles, Mobile, St. Louis and Washington, D. C., for the purpose of identifying the positions held by Negroes. More recently, the Committee has secured additional information regarding the number of Negroes employed in positions in grades GS-5 and above in Federal agencies in those cities.

A survey similar to that made in the five cities referred to above in 1956, was made at the request of this Committee as of July 31, 1960, of Negroes employed in the Atlanta area.

It is desirable at this time to broaden the scope of the study of the employment of Negroes in the Federal Government. Most of the information previously assembled is nearly five years old, and of course may not reflect current conditions. However, since the Committee does have current information on employment conditions in Atlanta, and on employment in the upper grades in the other five cities, four new cities have been selected for study.

It is therefore requested that a survey, similar to that made in Atlanta as of July 31, 1960, be made in the following metropolitan areas as of December 31, 1960:

Dallas
Fort Worth
Detroit
New York

Reports of the survey should reach the Committee not later than February 15, 1961.

Pertinent information regarding the survey is set forth in the attached instruction sheet and a sample tabulation sheet. Additional copies of these samples may be secured by calling the Committee on telephone code 129, extension 3297.

This survey has been approved by the Bureau of the Budget in accordance with the Federal Reports Act of 1942.

By direction of the Committee:

Very sincerely yours,

Archibald J. Carey Jr.

Archibald J. Carey, Jr.
Chairman

Attachments

INSTRUCTION SHEET FOR SURVEY OF NEGRO EMPLOYEES

1. A survey should be made as of December 31, 1960, by all Federal agencies located in the following metropolitan areas:

| | |
|---|---|
| New York City | - New York City (the five Boroughs, Bronx, King, New York, Queens and Richmond) also Nassau, Rockland, Suffolk and Westchester Counties in New York State |
| Detroit | - Macomb, Oakland and Wayne Counties in Michigan |
| Dallas | - Collin, Dallas, Denton and Ellis Counties in Texas |
| Ft. Worth | - Johnson and Tarrant Counties in Texas |

2. Each field establishment should report separately. Headquarters offices should report by Bureau or other major organizational unit.

3. The survey should include -

   (a) The total number of full-time employees on the rolls, including temporary employees. Do not include intermittent or part-time employees.

   (b) By series code and grade, the total number of Negroes and the number of Negroes serving in supervisory positions.

   (c) For wage board positions, the total number of Negroes by job titles. List those serving in supervisory positions in the column designated for that purpose.

4. The report should be prepared in triplicate, one copy to be retained by the establishment or Bureau, one for the agency Employment Policy Officer, and one to be forwarded through the agency Employment Policy Officer to the Committee.

5. The reports should be received by the Committee not later than February 15, 1961.

Form Approved
Budget Bureau No. 112-6001.2
Expires April 30, 1961

THE PRESIDENT'S COMMITTEE ON GOVERNMENT EMPLOYMENT POLICY

SAMPLE TABULATION SHEET

Employment of Negroes in Full-time Federal Civilian Positions as of December 31, 1960.

| DEPARTMENT OR AGENCY |
|---|
| Department of the Army |
| FIELD INSTALLATION OR MAJOR ORGANIZATIONAL UNIT AT HDQRS. |
| U. S. Corps of Engineers |
| CITY AND STATE |
| Washington, D. C. |
| TOTAL EMPLOYMENT |
| 5,120 |

CLASSIFICATION ACT POSITIONS

| Series Code | G. S. Grade | Total No. Negroes | No. Negro Supervisors |
|---|---|---|---|
| 301 | 1 | 10 | - |
| | 2 | 15 | - |
| | 3 | 12 | - |
| | 5 | 3 | 1 |
| 303 | 5 | 1 | - |
| | 9 | 1 | 1 |

WAGE BOARD POSITIONS

| Job Title | Total No. Negroes | No. of Negro Supervisors |
|---|---|---|
| Helper Electrician | 5 | - |
| Apprentice Electrician | 1 | - |
| Electrician | 3 | - |
| Leadingman Electrician | 1 | 1 |

# SOME QUESTIONS AND ANSWERS

ON THE

# NON-DISCRIMINATION POLICY OF THE FEDERAL GOVERNMENT

On January 18, 1955, President Eisenhower issued Executive Order 10590 establishing the President's Committee on Government Employment Policy to effect the policy of the United States Government which excludes and prohibits discrimination against any employee or applicant for employment in the Federal Government because of race, color, religion, or national origin. In order to answer questions which have been raised, as well as to help personnel involved in this program in carrying out this policy, this pamphlet has been prepared.

The President's Committee on
Government Employment Policy
Room 308, Civil Service Commission Building
8th and F Streets NW.

ST 3-5200—Ext. 3297

Additional copies may be secured upon request.

# SOME QUESTIONS AND ANSWERS

ON THE

# NON-DISCRIMINATION POLICY OF THE FEDERAL GOVERNMENT

# SOME QUESTIONS AND ANSWERS ON THE NON-DISCRIMINATION POLICY OF THE FEDERAL GOVERNMENT

***1. What is meant by the non-discrimination policy set forth in Executive Order 10590 of January 18, 1955?***

A: This policy means that all personnel actions taken in the executive branch of the Federal Government shall be based solely on merit and fitness and entirely without regard to race, color, religion, or national origin.

***2. Is this a new policy?***

A: No. Since the Civil Service Act of 1883 was passed, the Federal Government has been committed to the policy of making appointments to Federal civil service positions on the basis of merit and fitness. Since 1941, several Executive orders have been issued emphasizing the fact that there should be no discrimination because of race, color, religion, or national origin in employment practices in the executive branch of the Federal Government. These Executive orders also established special procedures for the adjudication of complaints of such discrimination thus, in effect, taking these complaints out of the category of the ordinary grievance.

***3. What are the present procedures for handling such complaints?***

A: Briefly, the aggrieved individual should submit a written complaint, setting forth his reasons for believing that he was discriminated against, to the Employment Policy Officer of the agency in Washington or to the Deputy Employment Policy Officer at a field installation. However, he may send his complaint to the President's Committee on Government Employment Policy which will refer it to the proper agency for handling.

An investigation will then be made by the agency and if the complaint cannot be satisfactorily adjusted on an informal basis, the complainant will be advised of his right to a hearing at a convenient time and place, after which the Employment Policy Officer will review the file and make findings of fact. He will then advise the complainant of the findings of fact, and of the proposed disposition of the complaint, as well as of his right to have his case reviewed by the President's Committee on Government Employment Policy. This Committee will submit an advisory opinion thereon to the head of the agency who will make his final decision on the case.

*4. Can only the aggrieved individual make a complaint?*

A: No. Under the regulations of the President's Committee on Government Employment Policy for the handling of such complaints, the aggrieved individual's duly authorized representative, or the designated spokesman of a duly constituted group or organization, may file a written complaint under the provisions of Executive Order 10590.

*5. Are there any time limits for making a complaint?*

A: Yes. These regulations also require that the complaint must be filed within 45 days of the personnel action complained of, except that a complaint involving a discharge action must be made within 10 days of the effective date of such action, unless the complainant is prevented from filing within these time limits by circumstances beyond his control. A complaint will not be subject to these specific time limits if it is concerned with a continuing discriminatory practice.

*6. Would an investigation of a complaint by the agency be merely a defense of the supervisor's action which resulted in the complaint?*

A: The facts ascertained in the investigation and set forth in the file may be subject to review by higher echelons in the agency and also by the President's Committee on Government Employment Policy. At any stage of this review process, more information or an additional investigation may be required. Also, the Committee's regulations require that, except in cases involving disciplinary actions, the burden of developing sufficient facts to resolve the issues in a case rests on the department or agency and not on the complainant. Furthermore, the Committee has issued a pamphlet entitled "Procedures for Investigation of Complaints of Discrimination" which furnishes to the investigating officer guides as to the type of facts to secure.

*7. How can an agency determine whether there was discrimination in a particular action?*

A: By obtaining information regarding the past practices of the particular supervisor involving members of the same minority group. This is what is termed an appraisal of personnel actions. For example, if a supervisor is accused of racial discrimination because he failed to promote an Indian from a GS-3 to a GS-4 position and the records show that this supervisor had previously, on his own initiative, promoted or appointed other Indians to that or a similar GS-4 position, the indication might be that his decision in the action complained of was not based on racial considerations.

If no Indians had ever been appointed or promoted to a position such as that in question by that particular supervisor, further investigation would become necessary to determine whether the supervisor had ever had qualified Indians



to consider. The relative merits and qualifications of the individual promoted and of the complainant must, of course, also be taken into consideration.

A thorough investigation may show that the supervisor has been guilty of discriminatory practices in the past in his failure to select Indians who were the best qualified for the particular position and yet in the case under consideration he may not have been guilty of discrimination for the simple reason that the complainant was not the best qualified person for the position.

*8. In a case of that kind, should a finding of discrimination be made?*

A: As to the complainant, no; but as to the pattern, yes. The correction of a general discriminatory practice is just as important in carrying out the policy as the righting of a wrong done one individual. In such cases the discriminatory practices must be corrected.

*9. Why are complaints involving disciplinary actions exempted from the requirement that the agency must prove there was no discrimination?*

A: It is not reasonable to believe that an agency would voluntarily appoint a member of a minority group, such as a Jewish person to a position for the sole purpose of later separating him because of his religion. If, however, the supervisor who is responsible for his separation is not the same supervisor who selected the complainant originally and if other Jewish persons working under that supervisor have been subject to disciplinary actions, an appraisal of personnel actions taken by the supervisor would become necessary in order to resolve the complaint.

*10. What is the President's Committee on Government Employment Policy which was mentioned earlier?*

A: This Committee was appointed by the President at the time he issued Executive Order 10590. It is composed of two public members who are the Chairman and Vice-Chairman of the Committee, two alternate public members, and a representative from each of the following Federal agencies: the Civil Service Commission; the Department of Labor; and the Office of Defense Mobilization.

*11. Other than reviewing complaints and submitting advisory opinions thereon to the head of the agency concerned, what are the functions of the Committee?*

A: Under the provisions of the Executive order, the Committee shall advise the President periodically as to whether the civilian employment practices in the Federal Government are in conformity with the non-discriminatory employment policy; shall whenever necessary or desirable recommend methods of assuring uniformity in such practices; shall con-

sult with and advise heads of departments and agencies on the non-discriminatory employment policies and the regulations of the department or agency relating to such policies; shall consult with and advise the Civil Service Commission with respect to civil service regulations relating to non-discriminatory practices under this Order; and shall make such inquiries and investigations as may be necessary to carry out its responsibilities under the Order.

***12. Under what conditions does the Committee make an investigation of an individual case?***

A: Only after the agency itself has had an opportunity to investigate the case and to attempt to make a satisfactory adjustment on an informal basis. However, once the complaint reaches the Committee for an advisory opinion to the head of the agency, the Committee may request additional information from the agency or it may have an additional personal investigation made by a Committee or staff member before rendering the advisory opinion.

***13. Do all individuals having legitimate complaints of discrimination submit a complaint under the procedures?***

A: No. Many come into the office and tell us about their experiences but refuse to make written complaints, even though they are assured that they will be protected from any reprisal actions. Although many employees who are members of minority groups hesitate to make complaints under the procedures, the greatest number of individuals who refuse to make complaints are qualified applicants who have encountered difficulty in securing Federal employment. These individuals almost invariably state that they do not want to force themselves into an agency that does not want them and that they prefer to attempt to secure employment in other agencies where they believe they will have a better opportunity for appointment and advancement. Under the Fair Employment Board, which preceded this Committee, 31 percent of the total number of complaints were submitted by applicants while 69 percent of the complaints were submitted by individuals already employed in the Federal Government.

***14. Why have a special procedure for handling complaints of discrimination?***

A: Because a goodly number of valid complaints have been filed, and, where discrimination exists, a finding to that effect has widespread good results in an agency. Furthermore, discrimination would be difficult to determine under the regular grievance procedures. Discrimination is generally not openly expressed, and those practicing it can give many reasons for their actions which, without further investigation into the previous pattern of actions, would seem



logical. Often it is only when this background pattern is made available for review that the discrimination becomes clearly apparent.

It is also true that the investigation of a complaint of discrimination, even though the complaint is unfounded, has many good collateral effects. These include making the supervisors and officials concerned more conscious of the problem, alerting them to poor personnel or supervisory practices which may give rise to invalid complaints, and creating confidence in the employee that his agency is trying to do the fair thing. Many complaints are voluntarily withdrawn when the complainant is made aware of all the facts bearing on his case.

***15. What are the poor personnel or supervisory practices which give rise to invalid complaints of discrimination?***

A: There are many. One of the most common is the failure of the supervisor to furnish constructive criticisms to a subordinate regarding his work, at the same time giving him satisfactory performance ratings, and then later preferring charges against him for unsatisfactory performance.

Another common difficulty is the failure of the supervisor to keep the employees informed of changes of any kind which will affect them as employees.

An objective written promotion policy which has been called to the attention of all employees and which is faithfully followed in making promotions would eliminate many other invalid complaints of discrimination.

***16. What is the one most important thing a supervisor can do to prevent complaints of discrimination from arising?***

A: He should make sure that all his employees are confident of his objective, but sympathetic, interest in their employment problems. An example of what not to do is the case of a Negro employee who went to his supervisor and said that although he was doing the same work as a white co-worker he was being carried on the rolls as a CPC–2 Messenger while the white co-worker was carried on the rolls as a GS–2 Clerk. The supervisor brushed the complaint aside and made no effort to determine the facts in the case. When the employee went to a higher echelon with his complaint, a position classifier was assigned to investigate the matter and found that the employee's complaint was legitimate. His position was thereupon reclassified and he was promoted. In this case the supervisor was neither objective nor sympathetic and the employee naturally lost all confidence in him.

***17. What can top administrators do to carry out this policy of nondiscrimination?***

A: The most important thing that top administrators can do is make certain that every supervisor in the organization

understands that discriminatory practices will not be tolerated. This does not mean that the supervisor is expected to employ members of minority groups who are not the best qualified individuals for the job simply to avoid criticism. Neither does it mean that the supervisor should hesitate to correct or discipline members of minority groups who deserve such correction or discipline. It does mean that every supervisor should search his own mind when he takes a personnel action to be sure that such action is not based, to any degree, on the individual's race, color, religion, or national origin. One agency requires that each supervisor who passes over a Negro in making selections from a certificate of eligibles record his reasons for his selection for review by higher authority. The necessity for recording reasons for his selection often causes the supervisor to realize that he has no valid reasons for passing over the higher ranking eligible, and this eligible is selected.

It is also most important that the persons designated as Employment Policy Officers and Deputy Employment Policy Officers are known to be sympathetic to the problems and to be fair-minded individuals who will make thorough investigations of any complaints which are submitted to them.

***18. Does this policy apply only to persons covered by the Civil Service regulations?***

A: No. All positions in the executive branch of the Federal Government are covered by this policy whether or not they are under the Civil Service Act.

***19. Is segregation of employees a violation of the nondiscrimination policy?***

A: Yes. When such segregation is made on the basis of race, color, religion, or national origin, it is a violation of the policy expressed in Executive Order 10590.



U. S. GOVERNMENT PRINTING OFFICE: 1955

# THE POLICY OF NON-DISCRIMINATION IN EMPLOYMENT IN THE FEDERAL GOVERNMENT

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The purpose of this pamphlet is to acquaint interested persons with the non-discrimination policy of the Federal Government with respect to all personnel actions in the Executive Departments and establishments and the steps taken to make the policy effective.

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"It is my sincere desire that all discrimination in Government employment because of race, creed, color or country of national origin be eliminated wherever it may exist."

—Dwight D. Eisenhower

THE PRESIDENT'S COMMITTEE
ON
GOVERNMENT EMPLOYMENT
POLICY

# THE PRESIDENT'S COMMITTEE
## on
# GOVERNMENT EMPLOYMENT POLICY

MAXWELL ABBELL, *Chairman*
*Honorary President, United Synagogue of America*
*Chicago, Ill.*

ARCHIBALD J. CAREY, JR., *Vice-Chairman*
*Minister, Quinn Chapel*
*Attorney*
*Chicago, Ill.*

CHARLES H. KENDALL,
*General Counsel,*
*Office of Defense Mobilization*

W. ARTHUR MCCOY,
*Former Chairman,*
*Fair Employment Board,*
*Civil Service Commission*

The HONORABLE
J. ERNEST WILKINS,
*Assistant Secretary*
*Department of Labor*

Alternate Public Members

PHILIP MARFUGGI,
*Vice President,*
*Lionel Corporation*
*Irvington, N. J.*

MRS. JANE F. WARNOCK
*Eagle Butte, S. Dak.*

## INTRODUCTION

On January 18, 1955, the President issued Executive Order No. 10590. This order affirms an important policy with respect to all personnel actions in the executive branch of the Government, namely, that there shall, in such actions, be no discrimination because of race, color, religion or national origin. The order is clear and direct. It instructs everyone in the executive branch who is responsible for personnel actions that merit and fitness alone shall be the basis for all decisions, whether in the selection, promotion, demotion, separation, transfer or discipline of employees.

In addition to serving as a guide to those who administer the personnel program in the Federal service, the order is of general interest and significance to all who are concerned with the total problem of discrimination because of race, color, religion or national origin.

Executive Order 10590 established a committee known as the President's Committee on Government Employment Policy. The duties and responsibilities of the Committee are twofold. The first is to provide clear-cut and easily accessible channels through which any Government employee or applicant for Government employment who feels that he has been discriminated against because of his race, color, religion or national origin may have his case carefully investigated and a decision made by the agency head. In the process of investigation the complainant may, if he desires, have a hearing in which he may have representation and may have such witnesses called as he may choose. Before a decision is reached he may also request that the case be reviewed by the President's Committee on Government Employment Policy.

Through this procedure, anyone who sincerely feels that he has been discriminated against for any of the reasons stated can be assured that his complaint will receive careful and sympathetic consideration. Furthermore, every effort will be made to protect him against any reprisal actions.

The second, and more important, responsibility of the Committee is to conduct a long-range program of education and persuasion having for its objective the elimination of those fears and prejudices that give rise to acts of discrimination. This is a goal that cannot be reached quickly or by shortcut methods. Results can be obtained only gradually. The cooperation of all interested persons and groups is essential if maximum results are to be achieved.

Although the results of this long-range program will be visible largely in retrospect, the Committee has been greatly



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encouraged by the progress that has been made already in the employment of members of minority groups in many Federal establishments, as well as by a marked change in attitude among those who administer the Government's personnel program. This progress augurs well for the ultimate solution of the problem. While there may always be some persons who bear prejudice, and who carry those prejudices into their official acts, it may be anticipated that a program of education and persuasion, diligently pursued, may ultimately reduce the problem to minor proportions. The moral, economic, and social benefits and the advantages in foreign relations to be derived from the elimination of discrimination because of race, color, religion or national origin are so obvious that it is unnecessary to elaborate on them.

Let us now review what has been done and what is being done to put the program into effect. First we shall discuss the procedure through which individual complaints are handled.

Subsequent to the signing of Executive Order 10590, the Committee issued formal regulations governing its own procedures and to some extent those of the Federal departments and agencies. As an aid to a clear understanding of the provisions of the order and of the regulations, attention is invited to the following particular provisions:

## COVERAGE OF EXECUTIVE ORDER NO. 10590

### *I. General*

A. Policies and procedures are limited to the executive branch and apply only to discrimination because of race, color, religion or national origin.

B. Segregation of employees in the service is prohibited.

C. The order applies to all executive departments and agencies, to all positions therein, to all persons serving in such positions, and to all applicants for such positions.

### *II. Authority and Responsibility of the Committee*

A. To promulgate rules and regulations.

B. To draft procedures and standards for use of departments and agencies.

C. To review complaints of discrimination on initiative of complainant (after decision by the Employment Policy Officer), or at the request of the agency head, and to render advisory opinions to the agency head.

D. To review continuously policies and procedures of agencies regarding personnel practices.



E. To make inquiries, investigations, and surveys.

F. To disseminate information.

G. To report progress to the President from time to time.

### *III. Membership of the Committee*

There are 5 members of the Committee, 3 representing governmental agencies and 2 representing the public. There are also two alternate public members. The Chairman and Vice Chairman are public members. All are appointed by the President.

## GENERAL COVERAGE OF THE REGULATIONS

### *I. Review of Cases by Committee*

A. The Committee accepts cases under the President's Order if requested to do so either by a complainant or by an agency provided:

1. The complaint was filed in accordance with regulations.

2. The agency has made an investigation of the complaint and an analysis and appraisal of personnel actions. If this has not been done the Committee will request that such action be taken.

B. In its consideration of a case the Committee may request the complainant to appear in person.

C. The Committee may ask the agency for further information or make its own investigation.

D. The Committee prepares findings of fact and makes recommendations to the agency head.

### *II. Initiation of Complaint*

A. A complaint may be filed by a Federal employee, an applicant for Federal employment, by a duly authorized representative, or the designated spokesman of a duly constituted group or organization.

B. All complaints should be filed with the Employment Policy Officer or the Deputy Employment Policy Officer of the appropriate agency. Those sent to the Committee are forwarded to the agency concerned.

C. The complaint must set forth factual information concerning all elements on which the charge of discrimination is based.

D. When a complaint is filed because of discharge from the service, it must be submitted within 10 days from the date of discharge. Other types of complaints must be filed within 45 days of the personnel action complained of. If a complainant is prevented from filing within these time limits by circumstances beyond his control, the time limits

are not applicable. A complaint that is concerned with a continuing discriminatory practice will not be subject to these time limits.

### *III. The Agency's Part in Handling Complaints*

A. When a complaint reaches an agency, an investigation is made. Normally this will include an analysis and appraisal of personnel transactions to determine whether there has been any "pattern" of discriminatory practices. The burden of developing the facts as to matters complained of rests with the agency.

B. The complainant is given a summary of the investigation and appraisal, or upon his request is given the full report for review.

C. If after the investigation the complaint cannot be satisfactorily adjusted informally, the complainant is, in all cases, given an opportunity for a hearing. When actual transcripts cannot be made a summary of the hearing is made and agreed to by the parties.

D. After the hearing has been held, the Employment Policy Officer of the agency prepares findings of fact, and notifies the complainant of the nature of his recommendations. At the same time the complainant is informed that upon his request the case will be reviewed by the President's Committee on Government Employment Policy before final action is taken.

### *IV. Employment Policy Officers and Deputies*

The head of each agency designates an Employment Policy Officer and such deputies as are needed. All employees are furnished the name and address of the Employment Policy Officer. The names and addresses of deputies are given to those whom they serve.

## WHAT THE COMMITTEE HAS DONE TO ASSIST AGENCIES IN IMPLEMENTING THE POLICY

### *Procedural Steps Taken*

As an aid to the Federal agencies in putting the policy of nondiscrimination into effect, and to facilitate the handling of complaints the Committee has issued several memorandums to the heads of departments and independent establishments.

*Memorandum No. 1.*—Transmitted copies of Executive Order 10590 and of the Committee's regulations and procedures. Agencies were instructed to issue their own regulations and procedures, and to designate an Employment Policy Officer and such Deputies as might be needed.

All of the agencies have complied with these instructions.

*Memorandum No. 2.*—Furnished comprehensive procedures for investigating complaints of discrimination. These procedures provide for an orderly method of securing the specific information required in connection with the various types of complaints.

*Memorandum No. 3.*—(See page 6 following.)

*Memorandum No. 4.*—Suggested a series of items for the use of agencies in inspection programs. The items were designed to secure information on agency conformity with the nondiscrimination policy.

*Memorandum No. 5.*—Transmitted a pamphlet entitled "Some Questions and Answers on the Non-Discrimination Policy of the Federal Government." This pamphlet answers questions regarding the procedures for processing complaints and suggests methods for implementing the nondiscrimination policy.

### *Acquainting Employees With the Policy and the Program*

As a result of the regulations and procedures issued by the Committee and by the departments and agencies, information about the policy of nondiscrimination and the procedures for having their grievances handled has been made readily available to all employees.

### *Acquainting Applicants for Government Employment With the Policy and the Program*

The problem of acquainting applicants for government employment with the program is more complicated. However, the Committee in cooperation with the Civil Service Commission has arranged to have a notice of the program placed on every bulletin board where applicants are recruited for civil service positions. This notice informs interested persons where they can quickly secure full information about all phases of the program, including the full text of the Committee's regulations. Also, the forms used by all agencies in determining the availability of eligibles on civil service lists carry information concerning the program.

The Committee is giving consideration to other means, as noted later, of providing applicants with information concerning the policy of nondiscrimination and their opportunities in the Federal service.

## ELIMINATING THE CAUSES OF DISCRIMINATION IN GOVERNMENT EMPLOYMENT

### *Unfounded Fears*

Having provided procedures for adjusting individual complaints on a Nation-wide basis, the Committee has turned its attention to its second objective, namely the gradual elimination of those prejudices that impel some persons to discriminate against others in Federal employment.

The problem of eliminating the causes of racial and religious discrimination is one that cannot be solved by means of a formula. Prejudices are often deep-seated and traditional. The combined efforts of all those who are interested in such a program are essential to significant progress. That progress can be made has been clearly demonstrated by many notable advances already achieved. Within the recent past. opportunities, both economic and social, have been made available to members of minority groups that were merely long-range objectives a decade ago. Like all other programs that are fundamentally and morally sound, the farther the policy of nondiscrimination advances the less resistance it incurs.

Many fears, either real or fancied, have been set forth as excuses for not hiring colored persons. Prominent among them are:

(*a*) That white employees might resign if Negroes are employed as coworkers.

(*b*) That white employees might refuse to work under the supervision of Negroes.

(*c*) That members of minority groups might demand special privileges.

All of these fears and many other similar ones have been shown by actual experience to be without foundation. The files of the Committee and of its predecessor organizations contain numerous records of the appointment of Negroes to positions formerly held only by white persons—without any disruptions because of such appointments. Likewise, there is no dearth of examples of Negroes supervising white persons. If all those who are engaged in the administration of personnel would make their decisions solely on the basis of merit and fitness, the questions of race, color, religion, and national origin would disappear.

With a view to eliminating these unfounded fears on the part of supervisors and administrators, the Committee recently issued Memorandum No. 3. This memorandum transmitted to all heads of departments and independent establishments "A Guide for Discussion in Supervisory Training Programs and Management Conferences." Numerous



training programs of varying degrees of formality are in constant operation throughout the government service. Through them young persons are being developed for supervisory and administrative positions. The Committee is anxious to have these young persons made aware early in their careers of the baseless and un-American practice of discrimination and the methods of dealing with it. Such training is bound to have a salutary effect upon those who in time will become supervisors and administrators.

The Committee has asked all departments and agencies to report on the use of the guide and to make suggestions for its improvement.

### *Area Conferences*

The Committee has also approved a comprehensive program for implementing the Government's policy of nondiscrimination by means of area conferences. The basic purpose of this program is to discuss the policy and all that it implies with the heads of all Government establishments in selected areas.

The program is designed to bring the Committee and the responsible operating heads of Federal establishments together for a thorough and intimate discussion of the policy that was launched by the President's order. This is to be done by a series of conferences in selected localities.

The head of every establishment in the areas selected will be in attendance, accompanied by the Employment Policy Officer or deputy. The conference will be conducted by the Committee chairman or vice chairman. An agenda covering the subjects for discussion will be provided for all those who attend the meeting prior to the date thereof. Every person in attendance will be expected to participate in the discussion.

The Committee hopes to clarify the administration's policy of nondiscrimination in Federal employment. It will also concentrate the attention of all present on procedures which will insure that the policy is carried out. These procedures are to be made an active, vital part of the personnel operations of the employing agencies.

Although as previously indicated routine information concerning the policy of nondiscrimination has been circulated among Federal employees, experience has shown that in some establishments there is still only a vague awareness of the necessity for an active, meaningful program for implementing it. The correction of these conditions is a major objective of the Committee, and the conferences will provide one direct means of approach.

## *Dissemination of Information*

The second phase of the Committee's program has to do with the dissemination of information.

There are areas in which members of minority groups, particularly Negroes, have never been hired for many types of positions, such as clerical, stenographic, and supervisory. Since this is an established, well-known practice, Negroes have naturally been reluctant to qualify themselves for such positions, or, if qualified, to file application for them. It is obvious that proper attitudes are essential to a solution of this problem.

The first is on the part of management. Employers must be persuaded to break down this unwise and un-American barrier to the employment of members of minority groups, and to make decisions on personnel matters with sole regard to merit and fitness, uninfluenced by the race, color, religion or country of origin of the individual concerned. It is precisely to this point that the Committee is directing, as a first step, the series of conferences previously referred to.

The next part of the corrective rests with minority groups themselves. Willingness on the part of management to hire Negroes will not produce results unless Negroes are available for and will accept offers of appointment.

Members of minority groups should be acquainted with the opportunities for Federal employment and the policy of nondiscrimination with regard thereto. Such information can best be disseminated among minority groups by organizations constituted within such groups with which the Committee will be pleased to cooperate.

When members of minority groups are convinced that they will have a fair and equal opportunity for employment, and when appointed will not be subjected to treatment different from that accorded other employees, they will no longer hesitate to make themselves available for any Federal positions in which they are interested.

The Committee will welcome from any source suggestions which may be helpful in carrying out the Administration's policy of nondiscrimination in Federal employment.



U. S. GOVERNMENT PRINTING OFFICE: 1955

File (Ross Clinchy)

# REGULATIONS AND PROCEDURES OF THE PRESIDENT'S COMMITTEE ON GOVERNMENT EMPLOYMENT POLICY

The President's Committee on Government Employment Policy, hereinafter referred to as "*The Committee,*" adopts the following regulations and procedures pursuant to the provisions of Executive Order 10590.

## I. COVERAGE OF EXECUTIVE ORDER 10590--

A. The policies and procedures under Executive Order 10590 are limited to those employment practices in the Federal Service improperly based on consideration of race, color, religion or national origin.

B. Segregation of employees on the basis of race, color, religion or national origin comes within the scope of Executive Order 10590.

C. The Order applies to all departments and agencies in the Executive Branch of the Federal Government wherever located and to all positions in the departments and agencies whether or not in the competitive service.

D. The remedies provided by the Executive Order shall be limited to citizens of and persons who owe allegiance to the United States and who are employees of, or are applicants for employment with, a department or agency in the Executive Branch of the Federal Government.

## II. AUTHORITY AND RESPONSIBILITY OF THE COMMITTEE--

In the execution of its authority and the performance of its responsibilities, under Executive Order 10590, the Committee shall--

A. Adopt and promulgate such rules and regulations and utilize such procedures, methods and techniques as it finds necessary or desirable to accomplish its functions.

B. Draft procedures and standards for the use of departments and agencies in the appraisal of personnel operations, in the handling of complaints and in the preparation of reports.

C. Receive and review complaints of discrimination based on race, color, religion or national origin referred to it either on the initiative of the complainant or the initiative of the head of a department or agency, or his designated representative, and render advisory opinions to the head of a department or agency, or his representative, on the disposition of such cases.

D. Consult with and advise the heads of departments and agencies and their Employment Policy Officers concerning methods, techniques, policies, procedures and regulations for making effective the non-discriminatory employment policy of the Federal Government.

E. Continuously review and appraise the methods, policies, procedures and regulations dealing with personnel programs and personnel actions - including recruitment, examination, certification, appointment, assignment, training and promotion--to assure that all

employees and applicants for employment are afforded equal employment opportunities in the Federal Service. When such methods, policies, procedures or regulations permit or facilitate a discriminatory employment practice the Committee will consult and advise the Civil Service Commission and other agencies and departments concerning the adoption of corrective measures.

F. Make such inquiries and investigations as may be necessary to carry out its responsibilities.

G. Report to the President from time to time on progress achieved in making the non-discriminatory policy more effective and submit when necessary appropriate recommendations.

H. Disseminate information pertinent to the subject of discrimination in employment.

I. Secure from departments and agencies such information as may be needed for the review of employment practices or for the compilation of reports.

III. MEMBERSHIP OF THE COMMITTEE--

The Committee shall be composed of seven members and not more than two alternate public members appointed in accordance with Section 1 of Executive Order 10590 as amended. Four members shall constitute a quorum, provided that at least one public member (or alternate public member) and one non-public member are present, except (1) when decisions on fundamental questions of policy are involved or (2) when there is a dissenting opinion. When either or both of these conditions are present, final action shall be taken by not less than five regular members or six of the nine.

IV. OFFICERS OF THE COMMITTEE--

A. The officers of the Committee shall consist of the Chairman and Vice-Chairman, appointed by the President.

B. The Chairman shall perform all of the usual duties appertaining to that office, including negotiations with heads of departments and agencies, presiding at Committee meetings, the preparation of an agenda, the designation of hearing officers or committees, the representation of the Committee during the interim between meetings, the calling of the meetings, the exercise of general supervision over the administrative work of the Committee, and the performance of such other duties as may be necessary to the proper functioning of the Committee. The Vice-Chairman shall act in the absence of the Chairman or in the case of his inability to act. In the absence of both, members present shall choose a temporary chairman.

C. The Committee shall select an Executive Director who shall, under the general direction of the Chairman, be responsible for the general administrative work of the Committee and be responsible for the direction of the staff. He will advise and assist the Committee members as they may require and will attend all Committee meetings and will be responsible for the preparation of the minutes of such meetings.

V. MEETINGS OF THE COMMITTEE--

The Committee shall meet from time to time as may be required. Special meetings may be called by the Chairman, or on the request of three or more members.

VI. PUBLICITY--

The Chairman, or someone designated by him, shall be the sole spokesman for the Committee in interviews with the press concerning official actions or decisions of the Committee and shall be responsible for issuance of press releases.

VII. REVIEW OF CASES BY THE COMMITTEE--

A. The Committee shall accept for review any case coming within the purview of Executive Order 10590 if such case has been referred to it either:

(1) By the head of the department or agency, or his designated representative, in accordance with section 4 of Executive Order 10590; or

(2) On the specific request of the complainant in accordance with section 3 of Executive Order 10590 provided that:

(i) The complaint was originally filed in accordance with established procedure and the complainant has acted diligently in the prosecution of his complaint and has cooperated with the department or agency in furnishing information.

(ii) The issues presented have been thoroughly investigated and a hearing held thereon, if one has been requested by the complainant.

(iii) An analysis and appraisal has been made when required by Section IX.

(iv) Findings of fact and a recommended course of action on the resolution of the complaint have been made by the Employment Policy Officer.

The Committee will not again accept for review any case that has earlier been referred to it under this subsection unless substantial new evidence is submitted.

B. In its review of a case, the Committee may, when additional information is needed and when conditions warrant, request the complainant to make an appearance in person, by a representative, or accompanied by a representative. If such appearance is made the proceedings before the Committee will be conducted informally and appearances shall be limited to the complainant, his representative, and representatives of the department or agency. Testimony will be given under oath or affirmation and normally verbatim transcripts of such testimony will not be made. In unusual circumstances the Chairman may designate a Hearing Officer or Hearing Committee to take testimony, in which case a verbatim transcript of such testimony shall be made for consideration by the Committee.

C. If the evidence in a case is inconclusive, the Committee may request the head of the department or agency, or his Employment Policy Officer, to furnish additional information, or the Committee may, on its own initiative, secure the required information by such investigation and inquiry as it finds necessary in order to resolve the issues in the case.

D. On all the evidence introduced into the record of the case, the Committee shall draft findings of fact and when indicated recommend to the head of the department or agency, or his representative, appropriate corrective action. The findings and recommendations, when made, shall be transmitted to the head of the department or his representative by the Executive Director simultaneously with the return of the department or agency file in the case. The final decision on the case shall be furnished the complainant by the head of the department or agency or his representative.

E. The Committee will review under this Section those cases which were pending with the Fair Employment Board of the U. S. Civil Service Commission on January 18, 1955. Cases which were pending in the departments and agencies on that date shall be processed in accordance with the procedure established by Executive Order 10590 and these regulations. The Committee may review any case closed out within a department or agency in the interval from January 19, 1955, and the effective date of these regulations if the complainant was not advised that he could request that his case be referred to the Committee for review.

VIII. INITIATION OF COMPLAINT UNDER EXECUTIVE ORDER 10590--

A. An employee, an applicant, a duly authorized representative, or the designated spokesman of a duly constituted group or organization, may file a written complaint under the provisions of Executive Order 10590. The complaint must be filed within 45 days of the specific personnel action complained of, except that a complaint involving a discharge action must be made within ten days of the effective date of such action, unless the complainant is prevented from filing within these time limits by circumstances beyond his control. A complaint will not be subject to these specific time limits if it is concerned with a continuing discriminatory practice.

B. All complaints may be filed with the Employment Policy Officer or the Deputy Employment Policy Officer or the Committee.

Those filed with the Committee will be referred to the appropriate Employment Policy Officer for consideration.

C. Each complaint must --

(1) Specify whether the alleged discrimination is based on race, color, religion or national origin.

(2) Disclose the specific action or personnel matter about which complaint is made.

(3) Identify the position involved, its grade, and the unit or office in which located.

(4) Identify the official responsible for the action, if known.

(5) Give the date of the action.

(6) Contain all factual information which the complainant may have to support the allegation of discrimination.

In addition to the foregoing, a complaint involving a disciplinary action must set forth sufficient facts or circumstances to form a substantial basis to support the specific allegations of discrimination as opposed to the complainant's denial of a "letter of charges" on which the disciplinary action was based.

IX. ACTION ON THE COMPLAINT IN THE AGENCY--

A. If the complainant has furnished the information indicated in the foregoing section, an investigation of the issues presented in the complaint shall be undertaken immediately either by the Employment Policy Officer, or his deputy, or someone designated by them.

If the complaint involves a failure of appointment or promotion, this investigation shall include, in all cases, an appraisal of employment practices in the organizational segment or unit in which the alleged discrimination occured provided such appraisal has not been made within the preceding year.

B. Except in cases involving disciplinary actions, the burden of developing sufficient facts to resolve the issues in a case rests on the department and agency and not on the complainant.

C. A summary of the pertinent facts disclosed by the investigation and the appraisal shall be furnished the complainant. On request of the complainant, the full report of investigation and appraisal shall be made available for review.

D. After completion of the investigation and the appraisal an attempt shall be made by the Employment Policy Officer, his deputy, or someone designated by them to settle the complaint by informal negotiation with the complainant and appropriate administrative officials. The summary report of investigation and appraisal will form the basis for the informal negotiations.

E. If the complaint cannot be satisfactorily adjusted, the complainant shall be given an opportunity for a hearing on the case at a convenient time and place before the Employment Policy Officer, his deputy, or someone designated by them. If a hearing is held a transcript of testimony should be made, if practicable, otherwise a full summary shall be made and agreed to by the interested parties.

F. Following the investigation and hearing, if held, findings of fact shall be made by the Employment Policy Officer who may (1) refer the case to the Committee for an advisory opinion and inform the complainant of his findings of fact and of such referral; or (2) make a recommendation of proposed resolution of the case, inform the complainant of such proposed resolution and his findings of fact, and advise him at that time that he may have his case referred to the President's Committee on Government Employment Policy. If the complainant does not request referral of the case to the Committee, final decision thereon shall be made and furnished to him.

G. Upon receipt of a request from the complainant for referral of his case to the Committee, the Employment Policy Officer shall transmit the complete file on the case to the Committee within five days.

H. In those cases which are referred to the Committee for review, final decision thereon shall be made by the head of the department or agency, or someone designated by him, after receipt of an advisory opinion from the Committee.

DELAY IN HANDLING COMPLAINTS--

A. All complaints filed under the provisions of Executive Order 10590 shall be handled expeditiously, fairly, and completely. In any case in which final settlement of a complaint is not made within ninety days from date of filing, a report setting forth a brief summary of the case and the reasons for the delay shall be forwardéd to the Committee. In the event a department or agency unreasonably delays the final settlement of a complaint, the Committee may take jurisdiction of the complaint and render an advisory opinion thereon to the head of the department or agency.

B. Any unjustified delay or dilatory tactics by the complainant shall form the basis for dismissal of the complaint.

XI. REPORT OF DISPOSITION OF COMPLAINTS--

The Employment Policy Officer shall submit to the Committee a summary report concerning the final disposition of each written complaint filed under the Executive Order. Each report shall cover the following items:

(1) Name and address of the agency and the complainant.

(2) Date of complaint and with whom filed.

(3) Brief summary of complaint indicating the specific personnel action and specific race, color, religion or country of origin.

(4) Summary of the results of appraisal of employment practices and the significant facts disclosed by investigation and hearing.

(5) Statement of disposition of complaint. If withdrawn, furnish reason for withdrawal.

(6) Date of disposition of complaint.

(7) Signature and title of reporting official.

XII. DISSEMINATION OF INFORMATION--

A. The regulations and procedures of each department and agency for handling complaints of discrimination based on race, color, religion or national origin shall be drafted in conformity with the provisions of Executive Order 10590 and these regulations and shall be brought to the attention of all officers and employees of the department or agency.

B. A copy of the regulations and procedures of the department or agency, or a summary thereof, shall be posted on all employee bulletin boards and a copy of the regulations and procedures of the Committee shall be posted on all other bulletin boards which are used to announce Federal examinations and job opportunities in each department and agency.

C. A copy of the regulations and procedures of each department and agency, and any amendments thereto, shall be furnished to the Committee together with a report indicating that the provisions of the two preceding sections have been complied with.

D. Information concerning the department or agency non-discrimination policy and procedures shall be published at least annually in employee bulletins or newsletters, if any.

XIII. EMPLOYMENT POLICY OFFICER AND DEPUTIES--

A. The head of each department and agency shall designate an Employment Policy Officer to perform the functions indicated in Section 6 of Executive Order 10590. A Deputy Employment Policy Officer shall be designated where necessary for all field offices and major sub-divisions of the department or agency. The restriction that the Employment Policy Officer shall not be connected with the division handling personnel matters shall apply also to the designation of such deputies.

B. All officers and employees shall be advised of the name and address of the official who has been designated to serve as Employment Policy Officer. The name and address of the Deputy Employment Policy Officer shall be made known to all officials and employees to be served by that Deputy.

C. The name of the Employment Policy Officer, his official title, his address and his telephone number shall be furnished to the Committee. Any change in the designation of the Employment Policy Officer shall also be furnished to the Committee as soon as such change occurs.

Department of State

International Educational Exchange Service

# International Educational Exchange Digest

January, 1956

Prepared by:
Evaluation
Program Development Staff

## SCHOOL ADMINISTRATOR IN OSLO PUBLISHES BOOK TO AID HANDICAPPED CHILDREN

The excerpts which follow are from a letter written by Headmaster Olav Kvalheim and are a good expression of the continuing effectiveness of the educational exchange program. Headmaster Kvalheim attended the University of Chicago in 1953 with a grant from the private American Kellogg Foundation, supplemented by a P.L. 584 award. While in the United States, Mr. Kvalheim had the opportunity to talk with educators in many parts of the country. The book he mentions is a result of his discussions and research experiences. Since his return to Oslo, Kvalheim has continued to keep in touch with the American community. His position as headmaster of a school in Oslo and the key positions he has held on various committees dealing with Norwegian education have enhanced the friendly relations between Norway and the United States.

> "Enclosed please find a book..."Handicapped Children at Home and in School". My contribution of the ideas and suggestions made in connection with the publication of this book is based primarily on my discussions with colleagues at the universities in Washington, Florida, Illinois, Michigan, Wisconsin and Minnesota. If this book can be of some help to unhappy children and their parents and the helpless teachers in Norway I am convinced that the Fulbright grant I received in 1953 to study in the United States has contributed something good to other people. It would not be fair if I did not mention the fact that my studies in the United States in 1953 gave valuable help to me in my work as a school administrator in Oslo. It is my own experience there that made it possible for me to convince the authorities about the responsibility we have for teaching children with cerebral palsy. I am today head of Norway's first school for these children,...Furthermore, I believe that as a result of my study in the United States, the City of Oslo will probably authorize funds to enable us to teach the sick children who must stay at home...". This is just for your orientation". [D-427; 1/24/56]

## EXPERT ON OBJECTS OF PERMANENT INTEREST SCRUTINIZES THE UNITED STATES

Dr. Michelangelo Muraro, Supervisor of Monuments, Venice, Italy was in the United States in the summer of 1955. In commenting on his experience the Committee on the Leader Program of the American Council on Education stated:

> "...Dr. Muraro had a number of comments to make about his experiences. He was impressed by the vitality of American museums - by their continuous growth and by their present consciousness of taste. In these two respects he felt American museums differ from the Italian ones. He added that Italian museums are mainly conserving things of the past while here there is a great interest in things of the present... He was impressed by the wealth of Expressionist and Impressionist paintings, Chinese art and the work of certain artists like El Greco... Dr. Muraro was impressed by the museums' policy of getting people in the community interested in and involved in general museum activities...Dr. Muraro said that there was not much to say about the United States that wasn't complimentary. He remarked that he had found this country to be more interesting than he had expected. Dr. Muraro felt that there was some artistic expression in the United States important not only to Americans but also to the entire world, and he cited such people as Frank Lloyd Wright, Alexander Calder and Jackson Pollack. Finally, Dr. Muraro said that he would be able to make use of what he had seen and learned here, especially in the area of ancient art, and that the personal contacts he had made would be valuable to him for exchanges of publication...". [Memorandum from ACE; 1/12/56]

RESEARCH SCHOLAR THINKS PHILIPPINE-AMERICAN RELATIONS GOOD

Dr. Lewis F. Stieg, Librarian at the University of Southern California has recently returned from the Philippines, where, as a P.L. 584 research scholar, he helped reorganize the library of the University of the Philippines. In a press interview reported in the Los Angeles Times, Dr. Stieg emphasized the effectiveness of economic and political aid given to the Philippines by the United States over the last fifty years. Missionaries and returning students, he said, have been potent disseminators of democratic ideals. In organizing the Philippine University library, Dr. Stieg helped catalogue several thousands of books which University of Southern California students had shipped there through their campus organizations. [Los Angeles Times; 1/9/56]

STUDY OF CHILD WELFARE WORK IN UNITED STATES BENEFITS AUSTRIA

Dr. Alfred Pokorn, who was in the United States in 1953 under the foreign leader program, recently wrote to an officer of the Department to recount some of his activities since his return to Austria. In his letter, Dr. Pokorn states that he is now Superintendent of the Child Welfare Department of the Provincial Government of Styria in Graz and reiterates his appreciation for having been selected to study child welfare work in the United States. He indicates that many of the major reforms (he lists eight) which he has been able to accomplish in child welfare work in Austria are due, in a large measure, to the knowledge he acquired in observation and consultation with welfare officials in the United States. Dr. Pokorn also states that his visit to the United States has resulted in numerous articles for several papers and a total of forty-nine lectures in nine Austrian cities. [Interoffice memo from Mansmann 2/3/56 and copy of letter from Pokorn to DACook; 12/1/55]

AMERICAN ART - AMERICAN REALITY

Since his return home, Mr. Gosta Salen, P.L. 402 foreign study grantee from Sweden, has continued his active interest in the United States. While here in 1953, he studied art education at the Chicago Institute of Design. He recently assisted the United States Information Service in Stockholm with an art exhibit loaned by the Pennsylvania Academy of Art, one of the oldest art academies in the United States. The paintings included in the exhibit were the works of people who had studied or taught at the Academy. Mr. Salen is currently conducting a series of five lectures on American Civilization under the auspices of Studieforbundet Medborgarskolan (Study Association Citizens' School) a Swedish national adult education organization. The theme of the lectures is "American Cultural Life Through European Eyes". [D-710; 1/12/56]

AMERICAN STUDENT APPEARS ON "MUSIC FROM GERMANY"

Mr. David A. Pizzaro, of Mount Vernon, New York and P.L. 584/402 student grantee in 1953-54 appeared on a radio program "Music from Germany" on the Washington, D.C. station WGMS in early January. The program was devoted to organ music which Mr. Pizzaro studied at the Nordwestdeutsch Musik Akademie in Detmold, Germany. He was introduced as a "Fulbright scholar who studied in Germany".

[Activity Report - 1/2-13/56]

AMERICAN STUDIES IN ITALY, ITALIAN STUDIES IN AMERICA

Before a select audience of Italian cultural leaders and members of the diplomatic corps in Rome the Honorable Paolo Rossi, Minister of Public Instruction, recently spoke on Italo-American cultural relations. This event took place shortly after his return to Italy from the United States, which he visited under the leader program. The Italian Society for International Organization, which sponsored the lecture is one of the major Italian organizations concerned with the development of international understanding. In his lecture, the Minister mentioned the "rich and increasing scientific and humanistic exchanges now in active progress between Italy and the United States". He referred to the still insufficient studies in American subjects in Italy and of Italian studies in America. The Minister expressed the thought that chairs in American literature and American political and economic history should be established in Italian universities, and that these subjects should also be taught in secondary schools by teachers "whose mother tongue is English". He stated that there could be no free development of a free democratic Europe, and of Italy particularly, without increasingly closer political and economic relations with the new world, and that these relations could be effective only if based on a unity and sharing of cultures. He stated:

> "...The knowledge of the Italian language and history in America is perhaps inadequate, but let me say that the knowledge of the American culture and history in Italy is still insufficient...I remember what I studied at the high school; America was mentioned on a purely incidental basis, in connection with an error in navigation committed by Christopher Columbus. After that, very little was said...This...small phenomenon, which changed the course of history and the face of the world was... practically ignored...I got out of high school around 1916...At that time, in high-school history courses, America was mentioned only in connection with that incident. But even now, knowledge about America is something outside the courses taught in our schools. With great patience and insistance, we keep teaching our reluctant youth about the Kings of France: Pepin the Short, Louis the Good, Charles the Hammer, but we tell them very little, very little indeed, about what happened in America in the late eighteenth Century; about this deep transformation of the modern world, of the world's economy, of its philosophy, of the trends of experimental science, about this great revolution. There is no doubt that much is being done for the diffusion of American culture and for the cultural exchanges between the two countries by institutions like the Perugia University...by the whole Fulbright organization, by the exchanges which are daily taking place between universities, by the United States Information Service with its praiseworthy activities, but I feel that something more should be done. These relations must be intensified...". [D-1359; 1/26/56]

PORTUGUESE MUSICIAN CONTINUES CULTURAL EXCHANGE

Three Lisbon newspapers, Diario de Lisboa, Diario de Noticias and Seoulo reported a recent piano concert in which Mr. Fernando Laires, 1953 leader grantee, had introduced to Portuguese audiences the music of the contemporary American composer Halsey Stevens. Mr. Laires, a pianist and teacher of considerable repute, included on his program the American composer's "Music for Ann". The concert was broadcast over Radio Universidade. [OM; 1/18/56]

PAKISTAN SCIENCE AND AMERICAN ATOMS FOR PEACE

Dr. Elvin Stakman, Professor Emeritus of the University of Minnesota and Delegate to the Eighth All-Pakistan Science Congress, was in Karachi and Dacca during January, 1956. He attended the Science Congress and spent the rest of his time with student groups. He addressed two large student seminars convened especially to hear him, and was constantly surrounded by groups of students. Both his manner and his words carried weight. He also lectured formally on the subject "Can Science Assure the Future World Food Supply", and gave an extremely interesting radio talk, "Atoms in Our Service". The latter neatly related the Pakistan Science Congress to the concurrent American Atoms for Peace program. [D-160;1/26/56]

JAPANESE STUDENT TRANSLATES BOOK ON AMERICAN MANAGEMENT

Mr. Dominic Nobuhisa Takagi, foreign study grantee from Yokahama, Japan, who studied labor-management relations at the University of Illinois in 1954-55, recently wrote a note to a Washington official in which he stated:

> "...I am very grateful for the opportunity the United States has given me to learn much about the real life in the great country...For several months now I have been translating Peter Drucker's The Practice of Management into Japanese...Copyright was already granted...". [Interoffice memo from Wiesman (IOP/X); 1/16/56]

AMERICAN TEACHER INITIATES NEWSLETTER AND PLANS PUBLICATION OF ANTHOLOGY

Mrs. Elizabeth Gordon, Head of the English Department of Friends Academy, in Locust Valley, New York and 1954-55 exchange teacher (P.L. 402/584) to Belgium, has originated an American Alumni Newsletter for fellow Fulbrighters who were in Belgium. This newsletter grew out the decision made by the grantees at their farewell dinner in Brussels last June to continue to keep in touch with each other. The first issue was published and distributed in the United States and contains news notes of twenty former American grantees. In addition to the newsletter, Mrs. Gordon is currently working on an "Anthology of American Literature" appropriate for use by interchange teachers. To date, each interchange teacher who has gone to Belgium has had to prepare his own materials and it is felt this anthology will meet a great need. Mrs. Gordon plans to determine whether or not the anthology will be useful for American exchange teachers who go to other countries.

[Activity Report; 1/2-13/56]

AAC DECLARES FOR EDUCATIONAL EXCHANGE

Following is the text of a resolution, favoring expansion of educational exchange, adopted by the Association of American Colleges at its annual meeting on January 12, 1956 in St. Louis, Missouri.

> "BE IT RESOLVED, that the Association is convinced of the value of educational and cultural exchange programs for the promotion of international understanding and urges the Congress of the United States to make substantially increased appropriations for the International Education Exchange Program of the Department of State".

[Letter to Domke from AAC; 1/24/56]

AMERICAN CULTURAL AND SPORTS GROUPS ABROAD UNDER THE PRESIDENT'S FUND

In July 1954 the President requested Congress to provide an emergency fund "to meet extraordinary or unusual expenses arising in the international affairs of the Government". Congress appropriated $5,000,000 and $2,250,000 was allocated for performances abroad by American cultural and sports groups. The program provides supplementary financial assistance to American artists and cultural and sports groups to perform before foreign audiences. The purpose is to demonstrate the cultural accomplishments of outstanding American performing artists and athletes and to build a better understanding of the United States through the recognized international language of music, arts and athletics. Following is a brief review of some of the accomplishments of the program:

Porgy and Bess - The company met with tremendous success everywhere it went. On the opening night in Zagreb, the company received fourteen curtain calls and on the closing night, a half-hour ovation. On their last day in Cairo, the cast was summoned to receive President Nasser's personal expression of appreciation for their Egyptian appearances. In Tel Aviv, the demand for seats was so insistent that on the last day's performance, a crowd of about two hundred persons crashed through a window of the theatre and took up stations in vacant spots in the aisles and wings. A Barcelona newspaper stated that "Porgy and Bess" was the best musical event to occur there in the past twenty years. In Italy, even a Communist paper called the Gershwin show "one of the masterpieces of the lyric stage". A pointed indication of how this attraction served to counteract Soviet propaganda in Yugoslavia is evident in the remarks of a leading newspaper critic who wrote: "They have not only shown us a new kind of art, but a new world...a world which was unknown to us and more or less distorted through literature, I may say falsified... I think we should be thankful that they have come and have made it possible for us to feel friendship and closeness with a world so far away from us."

Symphony of the Air - The Mainichi newspaper reviewer, a distinguished Japanese composer-conductor, wrote: "May 3, 1955 will be a day never to be forgotten in Japanese musical history...It seems to us music lovers as if we have been waiting these many years just for this night to hear the Symphony of the Air unsurpassed in richness of power, in force, in freedom of style...The Symphony of the Air has given us new hope and has opened to us new horizons of music."

Following the second Tokyo performance, lines of students estimated at 5,000 to 8,000, camped on the sidewalks outside the box office, playing cards, drinking tea and singing songs throughout the night. An extra student performance was arranged by the orchestra because of a petition signed by 3,000 students who were unable to get tickets. Reactions throughout Japan have been similar. The largest newspaper in central Japan, referred to the orchestra as "the world's best symphony orchestra". The newspapers commented on the importance of music in the development of international understanding as follows: "Members of the audience forgot for the moment their social status...They forgot their nationalities and racial differences...Music is really an excellent bridge to transport the friendly feelings of nations".

Salute to France - A leading French drama critic was quoted as having remarked in his review of one of the dramatic presentations, "The American theatre which furnishes so many commercial successes to our Paris boulevard theatres, can also, as we see, send us, when it wants, plays of a high and noble quality". Time magazine commented as follows: "In three evenings a group of American ambassadors scored a triumph for the United States that diplomats or dollars have rarely matched. The language was international and the Americans spoke it eloquently. The successful envoys, the 102 members of the Philadelphia Orchestra and Conductor Eugene Ormandy. When (they) finished their series of Paris concerts last week, they had a fistful of rave reviews". The Paris correspondent for the Christian Science Monitor concluded his full page article regarding the "Salute" as follows: "(The Salute)...is bound to have an effect on the average Frenchman's idea of the average American...The view has become popular that a mass-produced economy mass produces people and that a high standard of living lends somehow to a low standard of the arts of living. Who can hold quite the same view now? The "Salute to France" is an unusual international gesture. One hopes that it will not always remain so unusual. This is undoubtedly an excellent way to win friends and influence people...".

Jubilee Singers - From The Times of India: "An utterly captivating and unforgettable experience was the recital of the famous Jubilee Singers of New York at the Excelsior Theatre on Thursday evening. What singing! What control! What expression! What an ensemble! Superb, great, wonderful. For an hour and a half they held their enraptured audience spellbound". From the Sunday Standard, Bombay: "Last Thursday's memorable concert of Negro spirituals by the Jubilee Singers was definitely a colossal landmark in the development of musical appreciation in India...Mrs. Myers (the Director) a slender and deeply religious woman told me... 'Without the help of our devoted white friends we never would have had the chance to present our spirituals to the world'. Have you sometimes felt that the white American has been unjust to his Negro comrade? Mrs. Myers admits racial discrimination in some parts of America, 'but my people have been misrepresented throughout the world,' she says, 'because we have been made to look like illtreated and unhappy people. Actually we are happier in America than anywhere else in the world'".

Schuyler and Lee - Miss Phillippa Schuyler and Mr. Emerette Lee were well received in joint and solo concerts with Latin American orchestras. Their concerts featured works of American composers such as George Gershwin. Embassy officials in Buenos Aires reported - "On Sunday, May 15, the Teatro Colon of Buenos Aires, one of the world's leading opera houses, was filled to the rafters with an enthusiastic audience that cheered the young American musicians...in an all-Gershwin program...The performance was a popular triumph for American music".

Ballet Theatre - The American Embassy in Panama stated that the performances were completely sold out and many people were turned away. The Spanish Language Review called the Ballet Theatre "one of the best spectacles which has come to our shores". American officials in Colombia, report that the Ballet Theatre completed "an unprededently successful presentation" and that it "has made an artistic and cultural impact in Bogota of the first order". The Colombian press notices were uniformly favorable and many of them highly enthusiastic. From Quito, Ecuador our Embassy reported that "it cannot be too heavily emphasized that the entire company not only displayed a technical competence which delighted its audiences, but also showed a social maturity and consciousness of mission which brought repeated comments of admiration from Ecuadorans...". Joyce Mantilla, editor and

publisher of Quito's most important paper, El Comercio, wrote, "The finest cultural event Quito has had". Francisco Alexander, Ecuador's most respected music critic, declared, "Quito has not ever seen a ballet performance like that last night".

New York Philharmonic Orchestra - The New York Philharmonic Symphony began a brilliant series of performances in Europe with an outstanding contribution at the Edinburgh International Festival. The New York Times, in reporting the performance, stated that it "blazed in to the Edinburgh Festival in a triumphal entry". From the music-conscious city, Vienna, the Embassy reports that "The New Philharmonic achieved tremendous success in its two concerts...The response of the Austrians was most enthusiastic. Prolonged ovations were given at the close of both concerts". The Embassy also stated that "all leading Viennese papers carried long and, in most cases extremely favorable, reviews. The critics were practically unanimous in their praise of the quality and virtuosity of the orchestra and in the extraordinary personality and musicianship of the conductor, Dimitri Mitropoulos". Even the Communist newspaper, Volksstimme, declared that "The New York Philharmonic is, in its brilliantly disciplined beauty of timbre and in its technical virtuosity, one of the best orchestras of the world...".

Martha Graham Dance Group - The Times of Indonesia, a paper often most critical of the United States, wrote editorially: "If ever this paper came perilously close to forgetting its policy of leaning neither to the East or to the West, it was during the Martha Graham week, because this talented woman presented something of the United States that we could wholeheartedly approve of. We, for one, hope that it will be made possible for Miss Graham to be with us again soon; if not, we shall construe it an unfriendly act on the part of the United States".

SPORTS GROUPS

Numerous reports were received from American Foreign Service posts regarding the successful tours made by American swimming, soccer, skiing, rowing, and weight-lifting teams in Latin America, Europe, and the Middle East. In commenting upon the AAU swimming teams' appearance in Istanbul, American officials said that "the present program has done much to cement relations in the field of sports...between the United States and Turkey. Of particular importance was the obvious accent which Americans placed in their actions and words on amateur sports, in contrast to reported developments in Soviet Russia". The American Embassy in Kuala Lumpur reported the visit of Coach Casey and the American swimming team in Malaya is considered to be one of the most fruitful undertakings to date. In Bombay an Embassy officer reported that the swimmers were perfect in every sense of the word, as Americans, as swimmers and as just people. "They were born public relation experts. Their team spirit, the respect they had for each other, their untiring efforts to work with Indian swimmers (we had to pull them out of the pool to give them rest) their good nature, good humor and beautiful performance was a joy and pride".

The visit of the American Soccer Team to Iceland was enthusiastically received. The American Legation wrote, "It is safe to say that seldom, or never, has the visit of a foreign soccer team to a country where soccer is the most popular sport, attracted such tremendous spectator interest, and such extensive and favorable press coverage". Morgunbladid, local Icelandic newspaper, stated: "the American players won their victories by displaying the best in fair play and

sportmanship ever shown by a visiting soccer team. It's first and foremost because of these qualities that their visit to Iceland, anno domini 1955, will long be remembered".

The importance of the visit to Germany of the University of Pennsylvania Crew went beyond the mere demonstration of beautiful coordination and physical strength. The statement by the chief editor of the leading Hamburg morning paper Die Morgenpost is representative of the feelings expressed by the Germans, he wrote: "This was the type of solid German-American relations which really had impact and genuinely promoted friendship and better understanding.

In Tehran, the American Embassy reported that the visit of the American weight-lifting team received wider press coverage than any other similar incident officers of the Embassy can recall. Every newspaper and every magazine in Tehran told the story of the weightlifters in detail and with photographs. Apparently, international visits of sportsmen can develop more enthusiasm, more interest, and a greater sense of camaraderie than is apparent among other visiting groups. The American weightlifters won the hearts of thousands of young people in Iran in less than a week. [IES Paper, 1/56]

SPECIALISTS IN INDIA - 1955

"Suffice it to say here that Richard Weigle presented fresh educational insights to a large number of college students, faculties, and principals. Karl Shapiro pioneered with an entirely new group - Indian writers and poets. Sterling Tucker made a solid contribution to Indian social work, and preached the gospel of improving race relations in the United States. Clement Johnston was a stout defender of American capitalism, and met with a considerable number of influential Indian business leaders. Warren Morrell did a sincere job with Indian newspaper men. Donald Smith was of real value in furthering our Atoms for Peace Program. Frank Kaufmann did a remarkable pioneering job in close cooperation with the Indian Basketball Federation. George Rider and Lloyd Winter are midway in an assignment with track coaches and performers. Jesse Owens, Bob Mathias, the Weight-lifters, the Swimmers and the Tennis Players added greatly to American prestige in Indian sporting circles."

In briefly reporting on the accomplishments of a number of United States Specialists in India during the last half of 1955, the Cultural Affairs Officer recently made the above comment. [D-738; 1/12/56]

COMMUNISTS VILIFY BRAZILIAN LEADER

Following his return to Brazil, Leader grantee Mr. Odorico Tavares, who participated in the Latin American Journalist Project during 1955, commented favorably about the United States and described some of his observations in this country. As a result, the communist paper O Momento of Salvador, Bahia, published a belligerent personal attack on him, accusing him of defending the "colussus of the north" and "North American trusts". The communist writer wondered whether "Odorico's enthusiasm" stemmed from the "marvels" he had observed or was the result of a "reward in dollars". This reaction proves conclusively that Mr. Tavares favorable comments about the United States did not go unnoticed. [OM; 1/6/56]

AMERICAN JOURNALIST TELLS OF HAWAII; RACE RELATIONS AND SUGAR CANE

The Pakistan engagements of Mr. Lawrence Nakatsuka, Press Secretary to the Governor of Hawaii, included formal lectures and informal meetings and discussions with students, teachers, local newspapermen, and government officials in Karachi and Dacca during late 1955. The students and professors of the newly established Departments of Journalism of the University of Karachi and the University of Sind were unusually appreciative of Mr. Nakatsuka's lectures on technical journalistic topics. He also advised the Heads of the Departments about the organization of courses in journalism. In East Pakistan, he gave three lectures in Dacca and two nearby, one in Mymensingh and the other in Comilla, both active college towns; all were well received. He held a press conference at the Dacca Press Club, and gave a radio interview. At Dacca University, he had an audience of nearly a thousand people. At Teachers Training College the audience was smaller but very responsive. In one of his lectures, Mr. Nakatsuka departed from his usual theme of Hawaii and discussed the subject, "Race Relations in the Modern World". At this time he drew more people than any other American lecturer who has spoken this year. Mr. Nakatsuka also struck a significant note in his comparison of agriculture as a basis for Hawaiian economy, particularly sugar cane. By illustrating the comparatively small area in Hawaii devoted to sugar cane and its great part in the territorial economy, he stimulated the imagination of his audience who glimpsed some of the same possibilities with the cane industry here. [D-511; 9/26/55 and D-138;12/28/55]

FINNISH STUDENT NOW SPECIALIZING IN "BLUE-BABY" HEART OPERATIONS

Dr. Bernhard Landtman, who studied medicine at the John Hopkins Hospital in Baltimore, Maryland during 1952-53 under a P.L. 265 study grant, is now Associate Professor of Pediatrics at the University of Helsinki. Since his return home, his diagnoses of congenital heart disease in Finnish children have been one hundred per cent correct, and he has performed forty successful operations on Finnish children with the disease. He learned the techniques of pediatric cardiology entirely from Dr. Helen B. Faussig (first "blue-baby" heart surgeon) while he was at John Hopkins. He is now teaching his Finnish students and colleagues these diagnostic and surgery techniques. His praise of American medicine, hospitals and surgeons, and of what his American training means to Finland, is unrestrained. [D-340; 1/25/56]

LEADER GRANTEE REACTIVATES VENEZUELAN JOURNALIST ASSOCIATION

It was announced recently that Sr. Jose Ganimez Obregon, city editor of the Caracas newspaper La Esfera has accepted a more responsible position with the new magazine Momento which is to appear in Caracas in the near future. Following his return from the United States as the Venezuelan participant in the 1955 Latin American Journalist Project for foreign leaders, Obregon was elected Secretary General of the Venezuelan Journalists Association, in which post he has done excellent work. He has activated the dormant cultural program of the Association and has apparently succeeded in welding the group together. The Association, under his guidance, is enjoying increased prestige in its press relations with the Government and Sr. Obregon's prestige has increased perceptibly. For example, after his return his picture appeared in the local press as one of the leading personalities and promising young men of the future. [OM; 1/27/56]

BEMIS WARNS AGAINST COMMUNISM IN LATIN AMERICA

Through lectures, interviews, and contact with Cuban intellectual leaders, Specialist grantee Dr. Samuel Flagg Bemis, Professor of History at Yale University, won considerable respect for United States intellectual attainments during January, 1956. He apparently impressed upon the Cubans the maturity of United States intellectual life and highlighted the fact that there is a continuing interest in Cuba and in Latin America in United States intellectual circles. Bemis' reputation as a thorough scholar, his well-known books on diplomatic history and Latin American policy, and his membership in the Cuban Academy of History, all served to dramatize United States interest in Latin America. At the University of Santa Clara, he spoke on the subject "Non-Intervention: Keystone of the Latin American Policy of the U.S." At the Cuban-American Cultural Institute and at the Cuban Academy of History, he spoke on "Abraham Lincoln and the Projected Crittendon Compromise". He emphasized the role of Lincoln, a major hero with Cubans, in opposing the spread of slavery and related the triumph of humanitarian principles in the United States during the mid-nineteenth century to the ultimate triumph of democracy in today's crisis. The Cuban National Archives kept the original copy of this speech and it is anticipated that this and other speeches will be printed in the scholarly journals of Cuba. At the University of Villannova in Habana, Bemis discussed "John Quincy Adams—Protege of Washington and Precursor of Lincoln" before a student audience. He also spoke at a luncheon arranged by the Habana Yale Alumni, reviewing developments at Yale since his hosts were in attendance there. In newspaper interviews and in informal conversation Bemis pointed to the danger of international communism for Latin America, suggesting a "Second Declaration of Habana" to protect the Americas against Red infiltration.

[D-539; 1/31/56]

COACH KAUFMANN IN INDIA

American Specialist Frank Kaufmann, famous basketball coach of Notre Dame University, conducted a number of highly successful basketball coaching clinics in late 1955 in India, including, New Delhi, Amjer, Calcutta, Madras and Bangalore. His visit was under the auspices of the Council on Sports, Ministry of Education, Government of India. In addition to the clinics, Mr. Kaufmann spoke on the subject "Basketball in India" before capacity audiences. His program was received with great enthusiasm and appreciation. Press coverage was extensive and he made a favorable impression among the athletes and trainees who participated in the clinics and among those who attended his lectures. The biggest sports magazine in South India ran a series of his articles, and he reported the all-India basketball championships for one of the most prominent English language newspapers in Madras. In a farewell address, a prominent member of the Mysore State Basketball Association stated:

> "It is really amazing to see the stamina, strength, perseverance and patience exhibited by Mr. Kaufmann during the training period. The trainees also evinced great interest and they were all serious and sincere in learning the basketball lessons from Mr. Kaufmann... His motto is "Less talk and more work" and he follows it to the last letter...". [D-443; 1/12/56]

DIRECTOR SAN FRANCISCO MUSEUM PRINCIPAL CONFERENCE SPEAKER

Mrs. Grace L. McCann Morley, Director of the San Francisco Museum of Art visited Pakistan in January 1956, as a specialist grantee. She spoke at Aitchison College and the Mayo School of Arts in Lahore and visited the Museums at Peshawar and Taxila. In Karachi, Mrs. Morley attended the opening of the conference of the Museums Association of Pakistan, at which she was the principal speaker. The conference was attended by many members of the Pakistan Historical Society which was meeting simultaneously, so that she was heard by a large group of distinguished scholars from all parts of Pakistan. Her subject was "Art in Relation to History". In connection with the conference, Mrs. Morley accompanied the participants on a trip to the nearby site of Muslim antiquities at Thatta. She also gave a public lecture on "Art as a National Heritage". Her lecture, under the auspices of the Arts Council of Pakistan, was illustrated with slides on American painting and an art film on San Francisco. Mrs. Morley's address was the initial offering in a series sponsored by the Council on the arts of East and West. The audience included numerous artists and many distinguished persons interested in art. Mrs. Morley was entertained by the Secretary and members of the executive committee of the Council, at which time she discussed their proposal for an art center and showed them slides of exhibits and galleries at the San Francisco museum. Her other activities included visits to the studios of the more important artists and private collectors of antiquities in Karachi. She found time to write up an extensive plan for a school museum. This was requested by Dr. Mahmud Husain, Dean of the Faculty of Arts, University of Karachi, and president of the Museums Conference. She also formulated a plan for an exhibit of Pakistani arts and crafts in the United States and privately sponsored by American museums. [D-200; 1/9/56]

AMERICANS ASSIST WITH CEYLONESE SURVEYS

The major educational exchange project with which the United States Educational Foundation in Colombo was concerned during 1955, was a survey of the rural development program in Ceylon. Dr. Christopher E. Sower, Assistant Professor of Sociology and Anthropology at the Michigan State University, and Dr. Elmer C. Bratt, Professor of Economics at Lehigh University in Pennsylvania have been responsible for the survey. They have had the cooperation of the University of Ceylon, the Foundation and the Ceylonese Department of Rural Affairs. In a related project, another American lecturer under P.L. 584, Dr. Henry M. Oliver, Professor of Economics at the University of Indiana, is conducting a socio-economic survey with the cooperation of the University and the Department of Census and Statistics. These surveys have attracted considerable public notice. They are said to represent the University's emergence from academic seclusion to participation in projects of wide public interest. For example, a commendatory editorial was published in the Ceylon Daily News of September 5, 1955 regarding the surveys. The Daily News, most influential newspaper in Ceylon, congratulated the University of Ceylon on its departure from its policy of academic seclusion. [D-583; 1/26/56]

INDIANS EMPHASIZE AMERICAN GOOD WILL AND HARD WORK

The Cultural Affairs Officer in Bombay recently reported meeting forty-nine returned Indian students and professors in Hyderabad in late 1955. Returned Fulbright grantee, Dr. H. Amir Ali, Principal, College of Agriculture, Osmania University, presided and an audience of about 75 heard talks on "Partners in International Understanding". Dr. Ali made several pertinent comments interpreting the American people. After referring to the United States Information Library as an "American corner", he described the interest Americans have in religions outside of their own, and his experiences in seeing so many Christians attending the Hindu temple in New York. He stated that on his return home, many Indians asked him what Americans "get" out of inviting Indians to visit the United States. Dr. Ali's explanation was that the early settlers of the United States went there with ideals and perpetuated these ideals by helping others. The basis of the goodwill Americans demonstrate to visiting Indians is the knowledge the Americans have of their own modest and immediate background and the realization of what it means to be "at the bottom". He commented on the explanation the wife of an American professor had made: "We have no social prestige to fall back upon so goodwill takes its place". The Principal of the Commerce College discussed America's "classless capitalism", referring to it several times; obviously, the phrase had made a great impression on him. He stated that in India "we inherit wealth, we do not create it as Americans do by working hard". The theme "working hard" was again brought up by the rather thoughtful father of a returned Fulbright student. Neither of these men have ever been to the States. Returned grantee, Mr. Binod U. Rao, Director, Department of Information and Public Relations, who has just published a book entitled "The Wonderful States" also attended the meeting. During his visit to the United States, he was struck by the questions his American audiences asked him and the American's knowledge of India. [D-59;1/3/56]

AGRARIAN SOCIETY HEARS TALKS ON RURAL AMERICA

Lectures were given in Hamburg, Germany in early 1956 by three former German leaden grantees, Professor Wilhelm Paul Abel, Dean of the Institute for Agriculture and Economics at Goettingen University, Dr. Siegfried R. Korth, of the Institute for Agricultural Research, Lower Saxony and Mr. Heinz Frehsee, member of the Federal Republic Parliament. They spoke on their experiences in the United States at the headquarters of the Agrarian Society in Goettingen; about 25 leaders in the Society attended. All three lecturers presented their impressions in an objective and generally favorable manner. Professor Abel spoke on social security as it pertains to rural workers in the United States. He emphasized the fact that before social security was extended to the American farmer, a committee was appointed to ascertain the desires of the farmers themselves, after which legislation was proposed to include rural workers in the social security system. He cited this as an excellent example of how democracy works in the United States and suggested Germany should take note of it. Mr. Frehsee showed colored slides he made while in the United States and discussed rural life in various parts of the country. Dr. Korth talked on American capacity for world leadership.

[OM; 1/19/56]

GERMAN LOCAL OFFICIAL LECTURES ON AMERICA

The lectures of Mrs. Hedwig Meermann, 1954 foreign leader grantee from Germany and city council-woman in Tuttlingen recently received enthusiastic press reviews. One report stated:

"The audience was so enthusiastic it did not want to go home. I think it would hardly have been possible for even an American to give such a report -- so laden with atmosphere. The best favor you can do for your country is to ask Frau Meermann to continue lecturing on America. She might even be able to change us into Americans...". [OM;1/30/56]

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"Germany Shifts to New Technology", by Karl Falk, Chemical Engineering, May, 1955.

"West German Chemical Industry: Revamped, Revitalized, Resurgent", by Karl Falk, Chemical Week, January 15, 1955. Dr. Falk, Professor of Economics and Head of the Social Science Division at Fresno State College, California, spent the 1954-55 academic year as a visiting Fulbright lecturer in the Technische Hochschule, Stuttgart, Germany.

Department of State

International Educational Exchange Service

# International Educational Exchange Digest

February, 1956

Prepared by:
Evaluation
Program Development Staff

ITALIAN JOURNAL PUBLISHES ARTICLE BY MINNESOTAN

Dr. Lowry Nelson, Professor of Rural Sociology at the University of Minnesota was at the Instituto Nazionale di Economia Agraria in Rome as a P.L. 584 research scholar during 1954-55. He reports that he traveled about the country and went into each of the regions.

"...I talked with many farm people in their homes, and often I stopped to talk with farmers at work in their fields. They appeared to be about as interested in me and the U.S. as I was in them...".

As one result of Dr. Lowry Nelson's study in Italy the April, 1955 issue of Mondo Occidentale carried an article written by him on land reform. He states that the National Planning Association is to publish his article in the United States in pamphlet form, under the title: Land Reform in Italy. He states further:

"...My most ambitious project is the preparation of a book tentatively titled Rural Italy...I have also discussed with some former Fulbrighters the idea of a book on Postwar Italy, to which each of the various scholars would contribute chapters. This 'project' is in the talking stage, but I have been encouraged thus far to think that I would have good cooperation". [Grantee Report, 1954-55]

FULBRIGHT PROGRAM IMPRESSES JAPANESE ATOMIC SCIENTISTS

A newspaper article in the Tokyo Shimbun (circulation 700,000) of December 31, 1955, was signed by Dr. Seiji Kaya, President of the Japan Science Council, Professor of Physics at Tokyo University, and member of the United States Educational Commission in Japan. As President of the often anti-American Science Council, Dr. Kaya reflects an extremely cooperative attitude toward the exchange of substantive information in a variety of scientific fields. Following is a paragraph from the article which reflects encouraging success of the educational exchange program as it relates to the American "Atoms for Peace" program:

"It is now ten years since the end of the war. Facing the New Year, what developments can be seen in the Japanese scientific world? For some time in a lethargic condition because of the war and the defeat, Japanese scientists are now spiritually restored, and scientific facilities have been renewed. As a result Japan over the past two or three years has been able to demonstrate a level of achievement on a par with that of the rest of the world. This success is due to the fact that more scientific exchange has been carried out, and, moreover, to the fact that political circles and people in general have come to realize that the independence of the Japanese economy and the promotion of national living standards cannot be accomplished without the aid of science. The exchange of persons with the United States under the Fulbright program has achieved great success in the sharing of scientific knowledge. Under this program, many excellent researchers were invited to American research institutions, and many American researchers of the first caliber came to Japanese universities to lecture...". [D-670; 2/2/56]

FOREIGN VISITORS SEE REAL TEXAS RANCH

Following is an excerpt from an editorial in the Lubbock Journal of January 4, 1956. The editor praises the capacity for hospitality of the manager of Pitchfork Ranch in Lubbock, Texas.

"...As most people will recall, Lubbock has been visited by numerous individuals and groups from other countries over the past several years. Most, if not all, of them have been in the U.S. as part of the State Department Exchange plan for improving international relations. Nearly every group and individual coming here from abroad has expressed a desire to visit a 'real Texas ranch' and from the very start, the Pitchfork has been the range port-of-call. Mr. D. Burns has gone 'way above and beyond the call of duty' in playing host to Germans, Britishers, Indians, Brazilians, Filipinos and heaven only knows how many others from abroad. ... Somewhere in Korea, or in Germany - or in some other foreign land - there may be a man of influence today, next year - or 10 years from now - whose experiences with grassroots America on the Pitchfork Ranch may prompt him to take a pro-American stand at a most sensitive time...".

[Interoffice Memo from Donovan; 2/6/56]

RESEARCH SCHOLAR KUBLY WINS NATIONAL BOOK AWARD

The seventh annual National Book Awards were presented February 7, 1956 to John O'Hara for his novel Ten North Frederick; to W.H. Auden for his volume of poetry The Shield of Achilles; and to Herbert Kubly for his non-fiction work American in Italy. This was a singular event since the Award is the only industry-wide honor in the book publishing field. More than 700 authors, critics, librarians and book publishers from all over the country attended the ceremony at the Commodore Hotel in New York, where each winner was given a gold medal in recognition of "outstanding work by an American author". Mr. Kubly was a P.L.584 research scholar at the University of Milan during 1951-52. Only forty years old, American in Italy was his first book. He was born on a farm near New Glarus, Wisconsin and began writing while a student at the University of Wisconsin, at which time he sold magazine articles and pulp fiction. He became a reporter for the Pittsburgh Sun-Telegraph and the New York Herald Tribune, and later joined the staff of Time magazine. In 1951, while Associate Professor of Speech at the University of Illinois, he obtained a Fulbright fellowship which took him to Italy. Mr. Kubly's book was described as "the author's love affair with the Italian people...made possible by a Fulbright fellowship". In accepting the Award, he invited Americans to ponder that although anti-Americanism in Europe is based on myth, it nevertheless exists and can have a devastatingly harmful effect. "It is an ironic paradox", he said, "that in the popularity contest now taking place in the world Russia, who is empty handed, scores where we, bearing gifts, do not... The explanation lies, I think, in this: Russia has managed to identify herself with the common man of the world. This is the Russian myth". [New York Herald Tribune; 2/8/56]

EUROPEAN AMBASSADORS VALUE EDUCATIONAL EXCHANGE

Early in January the American Ambassadors in Europe were asked for their views on the usefulness and effectiveness of the information program in their respective countries. Almost unanimously the replies paid tribute to the program as an effective instrument for achieving United States foreign policy objectives. Although the request was not so directed, it is of some significance that in five cases the Ambassadors made reference to the educational exchange program. The relevant excerpts follow:

Ambassador Bonbright, Lisbon

"...Exchange-of-persons activities...are unusually effective here. When visits of prominent Portuguese to the United States can be arranged, their visits pay enormous dividends, the normal Portuguese governmental and intellectual orientation being toward western Europe. Similarly, the display in Portugal of our own cultural wares has been most helpful. The only difficulty in both aspects of the exchange-of-persons program is that the program is small. It is not, however, possible productively to increase the number of Portuguese visits to the U.S. because those persons we would really like to send usually are not available. On the other hand, there would be great value in increasing the number of American visits here, both in the entertainment and educational fields...".

Ambassador Willis, Bern

"...Switzerland, with a free press and a hard currency, does not need the same kind of a program which other less fortunate countries do. Even in the field of the exchange of persons where we could very well use many additional grants (we have only one leader grant and a partial grant for an American lecturer), the situation is not too serious because there are various ways and means whereby the Swiss can have their expenses to the United States paid, both from Swiss and American private sources...".

Ambassador Strong, Oslo

"...In close cooperation with the State Department in its efforts to combat these activities of the Soviet Union the USIS here has participated effectively in the important 'exchange of persons' program and is making an excellent start in bringing to Norway top level American cultural attraction..."

Ambassador Dillon, Paris

"...There is another program, however, which I'd like to single out for special mention, particularly because it cuts across both fields. This is the exchange of persons which, as you know, is a State Department program which is managed here as elsewhere by the USIS. As many American officials and members of Congress have learned from personal experience, there is no substitute for first-hand impressions of a foreign country. Certainly the United States has everything to gain and nothing to lose from letting the maximum of foreigners, primarily leaders in political life and official life, journalists and others in a position to influence opinion, see and feel for themselves exactly what America and Americans are like. What we gain in this way is lifelong as far as most foreign visitors are concerned and most of them become active indigenous missionaries on our behalf. So far as I can see, the only trouble with this program, is that there is not enough of it. Were funds available, we could greatly benefit from bringing over more officials and political figures whose responsibilities do not permit them to spend as much time in the U.S. as is ordinarily required...".

Ambassador Alger, Brussels

"...It is my view that the most valuable part of the program is that for the exchange of persons, both Belgians going to the United States and Americans coming to this country. The cultural relations program and its director, John Brown, are outstandingly successful... If an increase in the program were possible here, I should hope that this increase would be devoted largely to the exchange of persons program...".

[Letter to Riley from Montgomery; 2/20/56]

COMMUNIST NEWSPAPER IN ICELAND TIPS ITS HAND

The recent visit to Iceland of Mr. John Rhoden, famous American sculptor, was productive of good results for the United States in Icelandic art circles. Mr. Rhoden was accompanied by Mrs. Rhoden, herself a painter, who supplemented her husband's work effectively. He took with him seven small pieces of sculpture as examples of his technique and artistic development. Five were made of a metal mixture, one from wood and one of aluminum. He also took a number of excellent photographs showing his other works. His exhibits attracted considerable attention in the press, as well as personal observation by many Icelandic artists. Comments were uniformly favorable. The Icelandic School for Arts and Crafts, which sponsored the Rhodens' appearance, arranged a press conference and a Sunday showing. More than 120 persons visited the exhibit. Later in their visit, Rhoden's work was exhibited in the Iceland National Museum, a location which lent additional prestige to the event. Audiences heard illustrated lectures by Mr. Rhoden in this location, notwithstanding simultaneous performances of the Peking Opera Company in the National Theatre. In some respects, the most interesting review of his work appeared in the Communist newspaper Thjodviljinn. The review, written by Magnus A. Arnason, himself a painter, and not a salaried employee of the newspaper, was almost wholly favorable. Following is an excerpt:

"...As we know John Rhoden is a Negro from Alabama, and his wife, Richanda, who is a painter, is an Indian from Washington state. It is particularly pleasant that American Government authorities should choose this couple to introduce abroad one phase of American culture, for one is most used to hear about racial hatred and racial persecution in that vast country. After becoming acquainted with this couple I am convinced that their brothers and sisters of the same race can be truly proud of them, and that they will do honor to their country wherever they go, for they are not only good artists but also charming people."

He might have added that "one is most used to hear about" such things, in a highly exaggerated fashion, in Thjodviljinn itself, but at any rate this comment, with its clear implication that the exaggerated versions may not be quite correct, was both surprising and welcome from a Communist source. [D-203; 12/9/55]

ANTI-COMMUNIST ARTICLE BY DUTCH TEACHER

A front page article in the independent labor daily Het Parool provides an example of commendable activity by Mr. Robert Tamsma, a University of Utrecht instructor, who was a teacher education grantee in 1953-54. He participated in the "Scandinavian and Dutch Teachers Project", which is conducted annually at the University of Minnesota for a group of teacher grantees specializing in American Studies. The article effectively reveals the difference between Soviet promises and Soviet performance in aid to underdeveloped countries. Prominently featured on the front page, it attracted a wide readership. Het Parool, with a circulation of more than 170,000, is the largest newspaper in Amsterdam and one of the largest in the Netherlands. Following are some highlights from the article:

"...It looks however, as if Nasser is failing to take warning from some illuminating examples. There is, for instance Mr. Nehru. Barely a year ago Nehru was tempted with the Russian offer to build a steel factory in India...which resulted in a written agreement with the Indian government for the construction of a modern steel mill...But it did not take long for the cloven hoof to appear, which for that matter caused no surprise to anyone who knows that the Russian steel industry itself has the greatest trouble in implementing the five-year plan for national steel production. Instead of the new mill to be constructed, the Russians offered India a dismantled steel mill from Czechoslovakia, a gesture which Nehru rejected...Then the Russians came forward with an offer of a dismantled Soviet steel mill, but when the Indians closely examined the Soviet offer it appeared that the offer involved such an obsolete installation that even Communist China had turned it down not long before...It is not surprising, therefore, that the Russians are throwing out their commercial feelers in West German and British industrial circles with a view to having the mill delivered in this round-about way. It is enough to drive the Moscow rulers crazy...

"Is there any cause to be surprised? The underdeveloped countries are in need of the very goods which are still in short supply in Russia, namely machines, metal vehicles, etc. In 1953, the entire Soviet bloc exported products of this nature to an aggregate value of 100 million dollars, but in the same year it imported similar equipment to the value of 430 million dollars. On the other hand, the United States alone exported in the same year similar equipment to the value of $6,701,000,000 for the better part to underdeveloped countries and for a substantial part as a free gift paid for by the American taxpayers.

"We were under the impression that Mr. Nasser was in a great hurry with his dam. The standard of living of the Egyptian people cannot brook delay till the time that the Russian calves dance on the underdeveloped ice." [D-717; 2/23/56]

RELIGIOUS AMERICAN MEETS RELIGIOUS INDIA

Dr. Marcus Bach, Professor of the School of Religion at the University of Iowa, was in Pakistan and India in late 1955 and early 1956. He was there as a P.L. 402 American Specialist. During his stay, Dr. Bach met religious leaders, educators and representatives of social organizations, and discussed with them the problems that religions are confronted with in the modern world. Dr. Bach impressed his audiences with his scholarly manner, sincerity and capacity to understand and appreciate the religious beliefs of others. He was successful in bringing home the point that the threat of a Godless cult of communism could only be met by the collective efforts of religious forces everywhere. Dr. Bach contributed greatly to an understanding of religion's place in American life and his talks made it evident that the United States holds high regard for spiritual values. He developed his thoughts on the theme: "Living with people who live and worship differently than I do".

To illustrate the variety of people and groups with whom he met while he was in Pakistan and India, portions of his schedules, for example, are shown. In Pakistan, he met with Major Aftab Hasan, Principal, Urdu College and President of Jamiat-ul-Falah, a religious research organization; The Reverend Hoyt Smith and the Reverend Robert M. Maring, Brooks Memorial Methodist Church; Monsignor Jaques, St. Patricks Parochial House; Dr. Kenneth Thompson, United States Educational Foundation, who served a number of years prior to World War II at the Missionary Teachers Training School at Moga, East Punjab; Association of Heads of Recognized Secondary Schools held at the B. V. S. Parsi Boys School; Members of the Ahmadiya Association; Parsi religious leaders at the residence of Mr. B. S. Rustomji, Headmaster, Parsi Boys School; the Theosophical Society, including 200 businessmen, teachers and representatives of local religious groups; Mr. Inamullah Khan, of the World Muslim Conference and the All-Pakistan Youth Movement; Dr. Mahmud Hussain, Dean, Faculty of Arts, Karachi University who explained certain Pakistani demands for an Islamic constitution; Leaders of Jamait-e-Islami, an organization which is vocal in demanding an Islamic constitution; Members of Jamait-al-Falah and the Board of Directors of the "Voice of Islam"; Fayzee Rahamin, noted painter and author and an authority on the Muslim and Hindu religions; Reverend Father Raymond, Principal, St. Patrick's College; Princess Abida Sultan, Pakistan's representative on the American Town Hall tour of 1954 and formerly a member of Pakistan's delegation to the United Nations.

In India, he met with the Union for the Study of the Great Religions at Vivekananda College, Mylapore; the Doddaballapur Central Scout Training Camp; Vidyanagar Seua Dal leaders training camp; Mr. and Mrs. P. Kodanda Rao of the Servants of India Society; Indian Institute of Culture, Bangalore; Sharada Vilas Law College, Mysore; Raj Bhavan, Guindy, to attend the opening of Mahatma Gandi Mantap; Staff of Ramakrishna Mutt, Mylapore; Mr. J. Holmes Smith, Congress on Spiritual Resources, Sri Aurobindo Ashram; Mr. Sri Ram, Theosophical Society, Adyar. [D-482; 1/3/56 and D-512; 2/6/56]

CULTURAL ACTIVITIES INCLUDE EXCHANGEE LECTURES

The United States cultural activities program at the Artigas-Washington Library in Montevideo during 1955 included numerous lectures by visiting American grantees as well as those of Uruguayan grantees who had studied and observed in the United States. The program also included lectures by exchangees who received only facilitative services. The following were included:

Lectures by International Farm Youth Exchangees, sponsored by the Youth Agrarian Movement of Uruguay: "Impressions of the United States" by three Uruguayan exchangees, illustrated with color slides and "Impressions of Uruguay" by two United States exchangees, illustrated with color slides;

Lectures in both Spanish and English by Mr. Elton Fax, illustrator and caricaturist, visiting specialist grantee;

Lectures on the "Folger Shakespeare Memorial Library" by Mr. Jacobo Varela, United States-educated Uruguayan, once in English, repeated in Spanish;

Lecture on "United States Art" by Mr. Frederico Castellon, American specialist grantee, once in English, repeated in Spanish;

Lecture on the "Puerto Rican poet, Luis Pales Matos", by Professor Gustavo Agrait, American specialist grantee of San Juan;

Lectures on "The Meaning of the History of the United States", and "La Busqueda de Una Cultura Americana", by Dr. Harold E. Davis, visiting lecturer grantee;

Lecture on "Principles of American Government", by Dr. William Stokes of the University of Wisconsin;

Lecture on "Economic Profile of the United States", by visiting specialist grantee Dr. Hugh Byron Carnes of Tulane University;

Lecture of "Student Life in the United States" by Mr. Daniel Orzuj, Uruguay's delegate to the 1955 Herald Tribune Forum;

Lecture on "Impressions of the United States", by Miss America Moro, returned teacher grantee; Miss Moro's lecture was repeated in Spanish,

Lecture on "The United States as Seen by a Journalist", by former leader grantee Diego Lujan. [D-17; 12/14/55]

SOUTH CAROLINA LECTURER LISTED IN "WHO'S WHO IN AMERICA"

Miss Nancy Jane Day of Columbia, South Carolina, supervisor of library services for the South Carolina Department of Education has been selected for listing, for the first time, in the 1956 edition of Who's Who in America. Miss Day, a native of Pendleton, South Carolina, graduated from Furman University in 1925. Besides her position with the State Education Department, she is president of the American Association of School Librarians, president of the Southeastern Library Association and a member of the board of education for librarianship of the American Library Association. Miss Day, who holds library degrees from Columbia University and the University of Michigan, was a Fulbright lecturer at the University of Chulalongkorn, Thailand, in 1953-54. She has held library positions with the Winston-Salem, North Carolina public schools, Furman University, Greenville Public Library, Florida State College for Women, Winthrop College and Emory University. [Furman News Service; Furman University; 2/29/56]

ATOMIC SPECIALIST LECTURES IN SPAIN

Dr. Charles F. Bonilla, head of the Department of Chemical Engineering at Columbia University, and Consultant to the United States Atomic Energy Commission, has been in Spain in response to a request by the Junta De Energia Nuclear, as an American specialist. The President and Vice-President of the Junta have expressed their strong appreciation of the value of Dr. Bonilla's work, and the group attending the seminar has benefitted from his "mathematical elegance and masterly command of the subject matter". [D-927; 2/24/56]

FREE SOCIETY SEEN AS IMPORTANT PRINCIPLE

Dr. Karl Weiss, principal of a secondary school in Heilbronn, Germany, who completed his stay in the United States as a leader grantee in January, recently wrote an officer of the Department as follows:

> "...I have met many men and women in the big cities and in small and medium-sized towns who were more to me than just official representatives of the USA. It would be impossible to enumerate all those who not only talked to me in their offices but also invited me into their homes and discussed all arising questions in frankness and friendliness with me. Friendliness, helpfulness, hospitality seem to me outstanding characteristics of the American character, in short genuine and natural hamaneness. International understanding, rejection of communism and the maintenance of the dignity of the individual in a free society have ever corresponded to my inner trend and this journey has just deepened this conviction in me. The greatest inner gain of this journey is that I know that the American people actually lives according to this principle...".
>
> [Letter to Wechsler; 2/4/56]

AMERICAN SWIMMERS SPEAK LOUD

A champion seven-man United States Olympic Swimming Team gave successful exhibitions and held several clinics in the Far East during late 1955. In Phnom Penh, the team participated in Cambodia's first International Exposition, at which time the simultaneous presence of the American Olympic decathlon champion, Bob Mathias, resulted in a major coup by the Americans. The swimmers were so popular at their last demonstration that the environs of Circle Sportif Khmere, the pool used by the team, had never in its history been so crowded. The Secretary of State for National Education had granted a half-holiday to the schools, a large contingent of Cambodian army officers were present, and people visiting the Exposition from all countries were in the audience. The event was pervaded with an infectious spirit of good will and warm responsiveness. Under this stimulus the team performed brilliantly.

In Ceylon, both scheduling of the swimmers and publicity, including newspaper stories, photographs, radio interviews and newsreels, were handled by the Ceylon Amateur Swimming Association. The team appeared at St. Joseph's College in Colombo, and an exhibition was held at St. Thomas College, Gurutalawa, which is located about 100 miles from Colombo. Following is a highly significant excerpt from a letter written by the Headmaster of St. Thomas College following the team's visit:

> "...I should like to say that this visit has probably done more in this school to give the boys a good impression of the U.S.A. than anything else with the possible exception of Sammy Lee's visit. As everywhere in the East there is much suspicion of American motives, as you must be painfully aware. I do not know how it is to be got over. You have done so much to help the people of this country that it is not perhaps surprising that they have suffered from hurt pride...So many people here seem to think of you all as business tycoons, who are only out to enrich themselves. It is very salutary for them to meet some young American sportsmen, and to discover for themselves that they are no different from those of any other country...". [D-30; 1/23/56]

AMERICAN LECTURER PUBLISHES BOOK IN AUSTRIA

Dr. Michael Erdelyi, American Fulbright lecturer at the University of Vienna during 1953-54 is the author of a book, Introduction to Economic and Industrial Psychology, recently published in Austria. Dr. Erdelyi has returned to his post as Professor of Psychology at Mary Washington College of the University of Virginia In his acknowledgments, the author states that the book was inspired mainly by his Austrian students at the University of Vienna, who requested that he publish his lectures in book form. According to the publisher's statement on the book jacket, the comprehensive survey of the scientific application of the principles of psychology in numerous industries represents the first book of this type in the German language to appear during the past twenty-five years. [OM; 2/3/56]

YOUNG AMERICAN MUSICIAN PLEASES FRENCH AUDIENCES

The Department has received a highly favorable report from France, regarding the performances of Miss Betty Allen, young American mezzo soprano. Miss Allen's performances were sponsored jointly by the American National Music League and the Jeunesses Musicales de France, with limited financial assistance from the President's Fund. Following are excerpts from a few of the press reviews she has received:

"Recently arrived from the United States to participate in the tour of the Jeunesses Musicales de France, Betty Allen, though young, is already an experienced singer. Her rich voice, perfectly controlled, together with her good diction, enabled her to give an outstanding performance of the Negro spirituals which express so well the genius of her race". (Ouest-France, Rennes, January 10, 1956)

"While we are accustomed to listening to Negro contralti, the fine mezzo voice of Betty Allen convinced us yesterday that American Negro singers may be favorably compared with their white sisters. Her style, both in Negro spirituals and in extracts from "Porgy and Bess" is wonderfully clear and warm". (Paris-Normandie, Caen, January 23, 1956)

"All the Negro spirituals are extremely touching when interpreted by Betty Allen's warm and clear voice, so full of nuance". (Ouest-France, Brest, January 13, 1956)

"Betty Allen: this young Negro singer possesses a touching and deeply impressive mezzo voice. We note in particular "The Life of Christ"; and the entirely different type of chant, namely "Porgy and Bess", a comical inspiration which she rendered in a masterly manner". (Paris-Normandie, Lisieux, January 27, 1956) [OM; 1/31/56]

COSTA RICA WOMEN WELCOME AMERICANS

The visits of Dona Felisa Rincon de Gautier, Mayor of San Juan, Puerto Rico, and Mrs. Frances Lee, United States Delegate to Inter-American Commission of Women, were enthusiastically received by the people of San Jose, Costa Rica, in February 1956. The Mayor, who arrived the day before the opening of the Pan-American Conference of the General Foundation of Women's Clubs, addressed a capacity audience at the National theater, speaking on women's role in politics in Puerto Rico. The following day, she presented a 45-minute radio address. Mrs. Lee attending the sessions of the GFWC, was interviewed by the press, and addressed a group at the National Theater. These American women won the affection of the Costa Rican women and did much toward advancing a better and more cooperative understanding between the United States and Costa Rica. [D-465; 2/20/56]

"WE MUST KEEP MR. FOX IN TURKEY..."

An article in the English-language newspaper, The Week, published in Ankara, indicates something of the effectiveness of Mr. Samuel Fox, former college basketball coach whose home is in Kansas City, Missouri. He is in Turkey on an American specialist grant, and has aroused interest in basketball and other sports in the three major cities of Turkey. Following is an excerpt.

"...Mr. Fox...has developed into an excellent good-will ambassador, being an all-round good man to represent the American in Turkey. He has taught English classes at the Turkish orphanage, has conducted off-the-cuff seminars on Turkish and American culture, and most important - has won the friendship of Turkish people, Sport Federation Officials and newspapermen who have been writing articles on him daily...He has told the youth and adults, 'To participate in sports results in more than recreation and fun, it also helps develop better citizens because it teaches cooperation, courtesy, discipline and democracy. No other subject can give you all this in addition to developing the body'. He has written two books...for the coaches and references for the Turkish Sport Federation. Aside from the fundamentals of basketball, Mr. Fox has written into these publications how to cope with people, the psychology of teaching and playing to make the most of each and every situation - whether it is in sports or any other field. He was also presented with an Honorary Degree of Public Relations from the Teachers College of Istanbul and an Honorary Degree from the Orphanage Home...".

Since his job is about completed he has been asked by the Turkish Government to extend his stay. Boys and girls have taken petitions in the schools and the newspapers have stated: "We must keep Mr. Fox in Turkey for a year". [OM; 2/13/56]

FATHER'S DAY IN AMERICA IS SYMBOLIC TO JAPANESE EDUCATOR

Mr. Yoshitomo Kimoto, Secretary of the Hokkaido High School Teachers Union was in the United States on a P.L. 402 leader grant in 1954. Since his return to Japan, he has continued to talk favorably of his American experience, and has recently published a book entitled, Father's Day and American Womanhood. The title of the book is a result of a visit to a Washington department store. He observed that the store was full of women and was told that American wives and daughters were out buying presents because the next day was Father's Day. In his book, he lavishes his greatest admiration on American respect for individual human beings. He considers this the chief basis of American democracy. Responsibility, consideration of the other fellow, and a humble willingness to work and mingle with social inferiors strke him as admirable characteristics of the members of American society. The American common man does not tremble in awe before his mighty leaders. He was most favorably impressed with the progress being made in race relations with the Tennessee Valley Authority, with the position of labor unions in America, and with United States Congressmen's maturity and devotion to duty. [Interoffice memo, Tenny to Bietz; 2/6/56]

FINE ARTS LECTURES PIQUE INTEREST OF BRITISH

The visit to London in January of American specialist Meyer Schapiro, Professor of Fine Art and Archaeology at Columbia University was a decided success. The phase of United States art least understood there is abstract painting in its new form. Professor Schapiro placed emphasis on this in his formal appearances, and gave a scholarly and philosophic interpretation of the trend. His lectures included the following: "Leonardo da Vinci and Sigmund Freud" at the Warmburg Institute of the University of London; "Abstract Painting in America" at the Arts Council of Great Britain; "Art in America" at the Slade School of Fine Art of the University of London; and "Trends in Present Day Painting and Sculpture in the United States" at the Hempstead Art Circle.

The Warmburg Institute lecture, given to an invited audience of psychiatrists, artists, critics and art historians, was so well received that the Institute invited Professor Schapiro to return next year for a four-month period, to lecture or not as pleases, but to be available for consultation purposes. The lecture at the Arts Council had a top-level audience; over twice the number of people asked for tickets as could be admitted. This is unheard of in art lectures in London. Fortunately, the Slade School lecture took care of the overflow. Some were so impressed with Professor Schapiro, that they attended both lectures. In addition, to his formal lectures, Professor Schapiro spent some time in Oxford University with Isaiah Berlin, Fellow of All Soul's College, and other leaders of thought in the art and university world of England. The British Broadcasting Corporation used a lecture he had recorded in New York on its "Third Programme", and The Listener featured Schapiro on the front cover. The Embassy reports that the visit did much to disseminate important information on the cultural life of America and to strengthen cultural relations between the United States and Great Britain. [D-1792; 2/3/56]

VENEZUELAN LIBRARIAN WOULD EMULATE AMERICAN LIBRARIES

In certain January issues of the Caracas newspaper, El Universal, Dr. Jose Moncada Moreno, Director of the National Library, who was a foreign specialist grantee during 1955, continued his discussion of libraries in Venezuela. In an earlier article, Dr. Moreno wrote of the American school library, children's rooms, teen-ager sections, and similar services found in public libraries and schools in the United States. He is promoting the same type of services for the youth of Venezuela. The January articles are devoted to library services for the blind, the public library of Cleveland and the Library of Congress and the services they perform for the blind in the United States. Both come in for high praise by Dr. Moreno. [OM; 2/14/56]

NEW EGYPTIAN UNIVERSITY TO HAVE AMERICAN EDUCATED FACULTY

The American Embassy in Cairo reports that the new University of Assiut is scheduled to open next October. The announcement of the opening was made by Dr. Soliman Huzayyin, who has been appointed Rector. Dr. Huzayyin was a F.L.402 leader grantee in 1952 and has long been a friend of the United States. He served for several years on the Board of Directors of the United States Educational Foundation for Egypt, as well as the Egyptian "Committee for Study and Training in the United States". Ministry of Education officials have planned to set up

faculties of Arts, Science, and possibly Law in the new University. A teaching staff of approximately 40 is planned and most of these have already been named. According to one of the newly named instructors, Dr. Y.M. Ezzat, recently returned to Egypt after four years at the University of Maryland, most of the members of the new staff have, at one time or another, studied in America. [D-870; 2/13/56]

GRASSLANDS RESEARCH PROJECT IMPORTANT TO NEW ZEALANDERS

The Grasslands Research Project, principal feature of the 1956-57 Fulbright program in New Zealand, was initiated as a cooperative gesture in connection with the Sixth International Grassland Congress to be held in New Zealand in November 1956. Since the field of grassland management is of paramount importance to New Zealand, the United States Educational Foundation felt that a gathering of scientists of acknowledged international repute would be mutually beneficial. The American scholars awarded P.L.584 grants to conduct grasslands management research in New Zealand include:

> Robert Lee Cowan, Associate Professor of Animal Nutrition, Pennsylvania State University; Robert W. Dougherty, Professor of Veterinary Physiology, Cornell University; Walter L. Dunkley, Associate Professor of Dairy Industry, University of California; Wilber Kennedy, Professor of Agronomy, Cornell University; Robert M. Love, Professor of Agronomy, University of California; and James H. Torrie, Professor of Agronomy, University of Wisconsin.
> [Interoffice memo from Dewberry; 2/27/56]

RESEARCH SCHOLAR DESCRIBES AMERICAN THEATER

Speaking under the auspices of the Belgo-American Association and of the Friends of the National Theater, Miss Rosamund Gilder, former editor of Theater Arts Monthly, currently in France as a Fulbright research scholar, lectured on developments in modern American theater in the Brussels National Theater. A selective audience of outstanding figures in the Belgian theatrical, critical, and literary world was present. Miss Gilder spoke on the Broadway theater; the University theater; and the community theater. She pointed out that the latter, half-amateur, half-professional, is accomplishing much in bringing living drama to towns and cities throughout America.

While in Belgium, Miss Gilder talked with outstanding Belgian playwrights such as Georges Sion, who was a leader grantee in 1955; with officials of the Section of Fine Arts of the Ministry of Public Instruction; with actors, such as Paul Cammermans, former leading man of the Flemish National Theater; and with impressarios, such as Maurice Huisman, director of the International Center of Cultural Exchange. The interest accorded Miss Gilder points up once again the intense activity of Belgium in the dramatic arts and the role that Belgians are playing in organizing international theatrical exchange. [OM; 2/20/56]

FEWER CHARACTERS IN KOREAN LANGUAGE REPRESENTS ADVANTAGE

Dr. Roscoe Ellard of Columbia University, exchange specialist in journalism, left a discernible impact on Korean journalism during his stay in Seoul in late 1955. He met with leading editors on his arrival, and seminars were planned twice weekly, as were lectures for younger journalists. During his stay, Dr. Ellard visited newspapers and met informally with their staffs three times each week. While he was there, he spoke to the student bodies of six of Seoul's larges universities. And on both formal and informal social occasions throughout his stay, Dr. Ellard had the opportunity to express his views and exchange ideas with editors and publishers. He hammered home these ideas: (1) that simplification of the language of Korean newspapers to 1,000 characters or fewer is necessary if they are to reach the majority of the people; (2) that Korean editors are writing to each other as "political pamphleteers" instead of trying to reach the masses of people; and (3) that mechanical production of newspapers must be studied with the aim of more efficient production in Korea.

Following are some results of Dr. Ellard's visit: (1) the Korea Times (circulation 3,000), only independent English language daily, heretofore ignored local issues in its editorials and news columns. Now it covers them. The reason for this change was Dr. Ellard's conviction and forceful presentation that local news would have wide appeal and attract more readership; (2) the Hankook Ilbo (circularion 65,000), morning independent paper, has now instructed one of its three editorial writers to prepare his editorials in Hangul, the Korean alphabet orthography, and the Kyung Hyang Shinmun, (circulation 70,000), evening daily, uses Hangul in the first paragraph of each story on its front page. This departure from Chinese characters was the result of Dr. Ellard's urging that the language be simplified to reach more Koreans; (3) Chong-in, acting publisher and editor-in-chief of the Chosun Ilbo, is making preparations for publishing a paper in Hangul; (4) a private American foundation which will subsidize a Korean newspaper for a period of time during which it will use only Hangul is being sought; (5) the Hapdong Press will publish 3,000 copies of a book of Dr. Ellard's lectures which has been compiled by his Korean interpreters. It will include his well-known "Guide for Young Journalists". [D-43; 2/4/56]

DENVER JUDGE MEETS WITH INDIAN COUNTERPARTS

Denver Juvenile Court Judge Philip B. Gilliam lectured in the Madras and Bombay areas during January 1956. His visit to Bombay city coincided, in part, with the riots there. Nevertheless, many of his speaking engagements were fulfilled effectively. His talks on such topics as "Juvenile Delinquency", "Marriage and the Family", "The Juvenile Court Judge and the Probation Officer" were well received. The subject of juvenile delinquency correction in the United States was one of particular interest to serious-minded Indian leaders who are facing similar problems. Both the timeliness of the subject and the personality of the lecturer combined to assure a highly successful exhhange of ideas. Numerous articles appeared in the Indian press. In his informal contacts with leaders of the legal profession, the juvenile court, the State High Court and officials in correctional institutions, Judge Gilliam was equally successful. [D-866; 2/9/56]

TEXAS ENGLISH TEACHER WINS APPROVAL OF JAPANESE

Assisted by twenty-five Japanese pupils from Kannan Junior High School in Osaka, Mrs. Ella Fae Morris, visiting English teacher, presented an excellent demonstration and lecture on the subject "Some Suggestions for Using Oral Method in Teaching English". An audience comprised of 200 Japanese teachers of English, professors and supervisors was present. Mrs. Morris is a third grade teacher in the public schools of San Antonio, Texas, and teaches in the Evening Division of San Antonio College. She attended the 1955 summer seminar for American teachers of English as a Foreign Language at the University of Michigan. The seminar was sponsored by the Asia Foundation and included teacher grantees who were scheduled to teach in Japan this year. The meeting which Mrs. Morris attended in Osaka was held in January and was enthusiastically supported by both the Osaka Prefectural and the Municipal Board of Education. Mrs. Morris's suggestions for using the oral approach for teaching elementary English were in accord with newly developing American methods, which won the approval of the audience. But it was Mrs. Morris' demonstration that crowned her with admiration. It was so skillfully conducted that both the pupils and the audience were thrilled by having seen or participated in the session. After the meeting a school supervisor in the audience expressed a desire to have such a teacher in a demonstration school in Osaka. The presentation was very effective in cementing the bonds between Japan and America by successfully attacking the common problem of learning a foreign language.

[OM; 2/1/56]

MAINE RESEARCH SCHOLAR IN ROLE OF QUASI-AMBASSADOR

Dr. Marvin C. Meyer, Professor of Zoology at the University of Maine, is currently at Wellington University College in New Zealand as a P.L. 584 research scholar. He is an eminent parasitologist and is conducting research on leeches, his field of greatest specialization. In an article in the December 1955 issue of The Maine Alumnus, Dr. Meyer describes his experiences as a Fulbrighter, and compares the customs of New Zealanders with those of Americans. In commenting on the educational exchange program, he states:

> "...I have been impressed by the administration of the local Fulbright program and the way the recipient is received by both men on the street and College colleagues. The welcome accorded the participant, who is a sort of quasi-ambassador, typifies the New Zealander's interest in the people of other countries."

[The Maine Alumnus; 12/55]

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"Chinese Doves Flutter over Japan". A discussion of how the Peiping regime is wooing the Japanese with promises of trade, educational exchange, and with propaganda. It pictures Red China as a new paradise - a model for Asia to follow. New York Times /Magazine/, February 19, 1956.

"Europe - Ten Ways to Go". An editorial round-up on study and travel in Europe providing addresses of sources of information, indications of expenses, dollar value of scholarships, etc. Mademoiselle, March, 1956.

"Five Ways You Can Work for Peace", by Harold E. Stassen, Special Assistant to the President on Disarmament Problems. Development of student exchange projects and hospitality to visiting foreign guests are prominently mentioned as methods by which individuals can contribute toward a lasting peace. The American Magazine, February, 1956.

"Twelve Young Americans Serve the Cause of Freedom in the Key Nation of Non-Communist Asia". A ten-page picture article on "Project India", in which students from the University of California at Los Angeles visit India during the summer months each year to further understanding and friendship between Indian and American students. Look Magazine, February 7, 1956.

"Catholics in Fulbright Program" - America, February, 1956.

"Ambassadors of Anti-Americanism" - by Eugene Castle, Mercury, February, 1956.

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Department of State

International Educational Exchange Service

# International Educational Exchange Digest

March, 1956

Prepared by:
Evaluation
Program Development Staff

## ANCIENT PERSIA AND MODERN AMERICA DRAMATIZED

Dr. Frank Davidson, Assistant Professor of Drama, City College of New York, arrived in Tehran as an American specialist in early 1956. At the end of his first three weeks, he had developed three introductory courses in "drama", "acting", and "directing". The courses were conducted in English, translated by an interpreter, and it was anticipated that a play would evolve. More than three hundred students attended. At the Ministry of Education, Dr. Davidson conducted a weekly two-hour course for thirty-eight secondary school teachers in the techniques of creative dramatics, and scenery, lighting and directing. With the cooperation of the Director of the Iran-America Society, he also organized a workshop in which he taught three classes, six hours a week, to thirty-three steady members. The latter group plans to produce "The Glass Menagerie" by Tennessee Williams. Davidson lectured to 150 members of the professional theater at the Tehran Theater and gave the following talks: "Theater Today", to the Youth Art Society; "American Theater", to the Iran-America Society and to students at Tehran University. In addition to these activities, he is conducting a seminar on the English language for the Vice-Chancellor, the Vice-Dean of the Faculty of Arts and Letters, and two Professors of the University of Tehran. The manager of the local professional stock company, the Tehran Theater, translated "Our Town" by Thornton Wilder into Farsi and the play, directed by Davidson, was produced. Dr. Davidson also plans to direct the Tehran Little Theater in a production of "Picnic" by John Inge. Finally, with the cooperation of the Ministry of Education, the National Physical Education Association, the Department of Fine Arts and the Army, he will stage in Amjadieh Stadium in June, a living panorama of the history of ancient Persia, complete with athletes, scholars, soldiers and kettle drums. [D-707, 2/21/56]

## LECTURERS IN EGYPT ASSIST IN ENGLISH TEACHING PROGRAM

Two American lecturers, Dr. Harold B. Allen, Associate Professor of English at the University of Minnesota and Dr. W. Freeman Twaddell, Professor of Linguistics and German at Brown University in Rhode Island, have recently assisted in the preparation of a series of textbooks for use in the English teaching program in Egypt. They have worked in collaboration with two British professors and Dr. Moustafa Mousharrafa of the Research Section of the English Inspectorate of the Egyptian Ministry of Education. During the 1954-55 academic year, this group completed a series of four textbooks for the teaching of English in the Egyptian school system. The series is entitled "English For Use" and is to be published by the Amalgamated Publishing House in Cairo. Dr. Allen and Dr. Twaddell were in Egypt originally as recipients of grants under the Fulbright Act and served as lecturers at Heliopolis University.

Dr. Samuel D. Wehr, another grantee under the Fulbright Act, who is lecturing in linguistics at Ein Shams University in Cairo served on a Committee appointed by the Inspectorate of English to review the textbooks and to make recommendations to the Ministry of Education. The Committee recommended the adoption of the series, and the Ministry of Education has approved the use of Book I on an experimental basis in approximately half of the Egyptian schools. If the use of the series proves successful, the entire series will be used in the teaching of English throughout Egypt. [OM, 2/27/56]

TRACK AND FIELD COACHES REVIVE INTEREST IN PAKISTAN NATIONAL GAMES

The recent visit to Pakistan of the two American track and field coaches, William J. Bowerman of the University of Oregon, and Jack Mashin of Grossmont High School in California, added enormously to American goodwill. Prior to their arrival, there had been some scepticism on the part of both American officials and Pakistani sports leaders as to the lasting benefits of such events, and whether they improved athletic standards in Pakistan. The visit of Bowerman and Mashin did much to counteract any such doubts. Without the visit of the American coaches, track and field in Pakistan would not have received the impetus it now has. Karachi, which had not staged the Annual Athletic Meet for three years, did so this year, and in the process selected athletes for the March National Games. The athletes who were involved worked diligently with Bowerman and Mashin. Two American-trained Pakistani coaches, Mr. Qamar Hakim Din, Sports Director of the Young Men's Christian Association, and Mr. Khwaja Saleem Ahmed, Director of Physical Education, University of Karachi organized the qualifying meet. These two gentlemen benefited greatly from the visit of the American coaches and cooperated closely with them during their stay. (Bowerman and Mashin spent considerable time with them during off hours). In this connection it is heartening to note that the Athletic Training Camp at the Y.M.C.A. is continuing under the direction of the two American trained Pakistani coaches.

The Vice-Chancellor of the University of Karachi, Professor A.B.A. Haleem, in his opening address at the Athletic Training Camp certificate ceremony paid tribute to the American coaches for their fine work. He remarked that the intensive training of young athletes should continue and suggested that it would be useful to have a coach assigned exclusively to Pakistan colleges and universities for one year under the Fulbright program. On at least one occasion, Mr. Bowerman was especially impressive as a speaker. In his luncheon address before the Karachi Rotary Club, he spoke on "The Place of Athletics in the United States" in which he stressed the importance of a sound athletic program in the building of a strong and healthy nation. [D-580, 2/10/56]

OAK RIDGE SCIENTIST LECTURES IN JAPAN

The Director of the National Institute of Nuclear Studies at Oak Ridge, Dr. William G. Pollard, was in Japan recently as an American specialist in the Peaceful Uses of Atomic Energy. He lectured in the cities of Tokyo, Kyushu, Nagasaki and Fukuoka. Throughout Japan, he emphasized the following theme: "the greatest blessing for mankind is the peaceful use of power and isotopes derived from atomic energy". At the present time, he felt, atomic energy power is too expensive for use in Japan, but in two or three years, it would not be; that power generated by atomic energy would soon be in actual use; and that such countries as Japan, France and England would be the first to receive this blessing. He pointed out that in the field of medicine, Americans are now using radio active isotopes for both basic and applied studies. Dr. Pollard's lectures were recapitulated in several Japanese newspapers, including: Shin Kyushu, Mainichi Shimbun, Nishinippon Shimbun, Yukon Fukunichi, Asaki Shimbun, Nagasaki Minyu and Nagasaki Nichinichi. [D-659, 1/31/56]

SMITH-MUNDT LEADER SPEAKS OF THE AMERICAN ECONOMY IN THE GOLD COAST

In a recent issue of "Africa Today", Mr. Francis E. Tachie-Menson, [see Digest, December, 1955] President of the Gold Coast Trade Union Council and a former Smith-Mundt leader wrote an article on his visit to the United States. Following are several of his comments:

"In the U.S.A. almost every worker owns a car, and in some cases, his wife does as well. Many American workers own their own homes, the majority buying them on the installment plan. In some industries the minimum rate of pay is even $2.50 an hour. Nearly all workers work eight-hour day and a five day week. But, whether employed by the Government or by private firms, a worker who has to work on either Saturday or Sunday is paid time and a half. Furthermore, there is democracy in the working place. One does not find the view that the worker must only do as he is told, and not think of himself. Both worker and employer respect each other. This has been the result of trade union action insofar as the trade unions practice democracy, which in turn means the sharing of responsibility in both government and industry.

"If similarly we are to succeed in the Gold Coast we must build an economic and political democracy in which each individual has the right to determine his or her own way of life. It will not be long before the Gold Coast will achieve independence. This will place a greater responsibility upon hand and brain workers alike. It must be clearly understood by both government, employers and workers that the prosperity and future development of the country can only be achieved by increasing productivity". [OILA Memo; February, 1956, Vol.VII, No.2]

CEYLON'S POTENTIAL FOR GREATER DEMOCRACY IMPRESSES AMERICAN POLITICAL SCIENTIST

Dr. Arthur Steiner, Professor of Political Science at the University of California at Los Angeles, conducted a series of lectures in Southeast Asis as an American specialist in early 1956. An expert on the Far East, Professor Steiner exchanged ideas with his professional colleagues in several countries. In his Ceylon lectures, he remarked that Ceylon had a great tradition of democratic practice. He said that in countries which have never been responsible for democratic government, there must necessarily be a period of transition until the people are ready to assume responsibility. He felt that a benevolent dictatorship, in any form, could not fit into the framework of a democratic government. Democracy, he added, could not be handed out on a platter; democracy must be won. Communism, he said, is not an intellectual force, but it could be a political and military force. As such, it has capitalized on national desires for independence, but there are other and more acceptable forces to which a country can turn when the necessity arises. Dr. Steiner's stay in Ceylon and his remarks to large audiences there were reported in at least ten articles, which appeared in several newspapers, including: The Daily News, The Observer, The Times of Ceylon and The Morning Times.

[D-743, 3/20/56]

FULBRIGHT PROGRAM HAS STRENGTHENED AUSTRO-AMERICAN RELATIONS

Dr. Rufus H. Fitzgerald, Chairman of the Presidentially appointed United States Advisory Commission on Educational Exchange recently returned to the United States after having surveyed educational exchange activities in ten countries in Europe and the Near and Middle East. Following is the complete text of one of several articles which appeared in Austrian newspapers at the time of Dr. Fitzgerald's stay in Vienna. This article appeared in Weiner Zeitung:

"450 Austrian University Professors, High School and University Students Working in the United States"

"On Monday the bi-national Fulbright Commission held a meeting in the Federal Ministry of Education. Dr. Rufus H. Fitzgerald, former president of Pittsburgh University and present chairman of the 'United States Advisory Commission on Educational Exchange' and personal advisor to the President of the U.S. on matters of international educational exchange, was present at this meeting.

"It was pointed out that the Fulbright Commission in Austria has been extremely successful. Since the fall of 1951, approximately 450 Austrian university professors, high school teachers and students have been exchanged against 350 American professors, teachers and students.

"Minister of Education, Dr. Heinz Drimmel [a former leader grantee] expressed his thanks to Dr. Fitzgerald and the representatives of the American Embassy for the efficient help which America has rendered in the execution of the exchange program between Austria and the U.S. He asked Dr. Fitzgerald to return home with the assurance that the Austrian people feel sincere friendship for the U.S. and expressed the desire for this friendship to remain unchanged in the future.

"In his reply, Dr. Fitzgerald stated that the American people witness with great sympathy and admiration the restoration of Austria as a nation and referred to the important role of international educational exchange in the solution of the problems with which the world is faced today.

"Mr. Sam H. Linch, Cultural Attache of the American Embassy and Chairman of the Fulbright Commission, thanked Minister Drimmel for having so often proved his friendship for the American people and for the purposeful work which he and his colleagues have accomplished in the face of Austria's traditional middle role". [D-766, 3/9/56]

KENYA LEGISLATOR THINKS AMERICAN NEGROES ENJOY NOTEWORTHY ADVANTAGES

Isaka Okwirry, the first native African to be appointed District Officer in Kenya, and first, also to become a member of the Kenya Legislative Council has completed three months of travel in the United States as a participant in the foreign leader program. He expressed great admiration for this country, emphasizing the fact that its political system has permitted Negroes to rise from slavery to active participation in government in less than 100 years. He also noted the advantages to Negroes of free public schools, the franchise, land ownership, bank loans. The educational and practical aid provided by the Agricultural Extension Service impressed him strongly in his tour through some 13 states. [Christian Science Monitor, 12/5/55]

HIGHLIGHTS ON CULTURAL PRESENTATIONS

The following comments appeared as an editorial on page one in a December issue of Ceylon Observer, a leading afternoon English language daily.

> "For a period of nearly a year the climate of opinion in Asia toward the United States' foreign policy in the East has been steadily and surely improving. Among the reasons for this change were...the appointment of diplomats who certainly have shown better understanding of the countries to which they have been posted than their predecessors possessed, and of course, the visit of the numerous cultural and goodwill missions from the U.S. whose travel was financed by the President's Fund. Anti-American feeling, which was a very live thing not long ago, underwent a noticeable change for the better".

Martha Graham's Tour

A recent report from the Embassy in Karachi stated: "This was the only cultural event recently in Karachi to enjoy any box office success. For four regular performances the Graham troupe drew a paid attendance of 2,500 plus another 500 at the scheduled 'lecture-demonstration'". The Morning News of Karachi stated: "A large appreciative gathering...witnessed at the Hotel Metropole last evening's dance-in-dance performances of Martha Graham's troupe...".

A despatch from the Consulate General in Bombay states: "One of Miss Graham's contributions was a demonstration that the U.S. has a cultural expression. It gave the Indian public a 'peep' into a side of American culture which previously did not exist. Her performances will bear long-range fruit in that they created an awareness that there is something besides movies and jazz in America. Whether they understood her technique or not is not as important as this awareness".

Eugene Istomin, Pianist

A report from the Embassy stated: "The visit of Eugene Istomin to Iceland more than came up to the Embassy's expectations. Press and public reaction were excellent, and the enthusiasm of local musicians was boundless...He was hailed as a second Serkin and a great future was predicted for him". In the Icelandic newspaper, Visir, the following appeared:

> "Although still a young man, nobody could help noting immediately at the opening of the concert, that Istomin is an outstanding artist. One of the most noteworthy characterists...is the fact that he has chosen the 'golden middle-road'...Istomin avoids showing off and renounces insignificant decorative playing. On the other hand, he keeps within the frame set by the composer...the concert hall was filled to capacity and the audience received the young virtuoso with tremendous enthusiasm, and he had to play several encores".

Tom Two Arrows

A despatch from Calcutta reported on the Iroquois lecturer and entertainer: "...He was a real trouper...winning unnumbered friends in India through his friendly manner and sensitivity to Indian feelings and interests...This post has nothing but praise for Mr. Two Arrows...The American

Indian obviously has a great appeal in India. This is due to American movies with their stereotyped portrayal, the Indians' interest in a minority group, and the similarities in culture which the Indians felt they found in his presentations...It was a rare education to many of them to meet a real American Indian in person. His willingness to appear before a large number of audiences and a great variety of audiences and to perform several times a day as well as his versatility in adapting his program for audience appeal made him an effective performer".

The Hindusthan Standard of Calcutta, stated:

> "Tom Two Arrows...now on his first visit to this country, has already endeared himself to Calcutta audiences by his delightful performances...At the end of the show the American Indian showman was vociferously cheered--a sure mark of appreciation from enthralled spectators".

Symphony of the Air

Following is an excerpt from the program notes of a presentation of Mozart's Great Mass in C Minor by the Philippine Choral Society. It serves as an indication of the continuing effectiveness in several Far Eastern countries of the 1955 tour of the Symphony of the Air. It is also another example of conductor Thor Johnson's personal interest in promoting cultural relations with those countries:

> "Dr. Johnson was so impressed by the recordings [of the Philippine Choral Society] that he suggested that the ...Society strive for higher things at its next concert...why not sing the Great Mass in C Minor...The amazing bigness of the undertaking did not dishearten the Philippine Choral Society...From the United States Thor Johnson sent over thirty-six scores of the Mass...and rehearsals promptly started in September. The result of several months' work is tonight's presentation".
> [Memoranda from Mr. Batson; 3/12/56 and 3/23/56]

CALIFORNIA ATHLETE COMPETES IN AT LEAST TWO "GAMES"

Coach Lloyd C. Winter of San Jose State College in California, arrived in New Delhi in late 1955 as an American specialist. His appearance there was under the sponsorship of the Amateur Athletic Federation of India and the Rajkumari Sports Coaching Scheme. First of all, he went to Patiala where he joined Coach George Rider of Miami University in Ohio, in a coaching clinic. Thereafter, his coaching schedule took him to Bangalore, Bombay, Delhi, and Ajmer. Coach Winter made his presence strongly felt wherever he went. Press coverage in the Indian newspapers was outstanding and everywhere he went he was enthusiastically received by athletes, coach trainees and the public alike. Mr. M.C. Dhawan, Director of the Amateur Athletic Federation of India, wrote of Winter's "wonderful work as an expert coach as well as a fine goodwill ambassador". When Winter and Dhawan attended a film showing in connection with the All-India Inter-University Athletic Meet at Bangalore, Mr. Winter entered a somewhat different field of competition. In addressing the group, he showed up very well in competition with Mr. Emil Zatopek, Czech track star, who also spoke. He was an outstanding success in promoting track athletics and advancing understanding of America and American friendliness. [D-861, 2/6/56]

ILLINOIS LABOR MANAGEMENT EXPERT LECTURES IN SCANDINAVIA

Mr. Robben W. Fleming, Director of the Institute of Labor and Industrial Relations at the University of Illinois visited Norway and Sweden in January and February as an American specialist. Mr. Fleming's visit was highly successful. He made an excellent impression on employers and union audiences in both countries. During his stay in Oslo, for example, he participated in informal discussions with members of the Norwegian Employers Association, met with key officials of the Norwegian Productivity Institute, and had personal interviews with key Norwegians in labor organizations. He lectured at meetings of several groups on a variety of subjects, including: the Association of Shop Stewards on "Aspects of the American Way of Life"; the executive staff of the Norwegian Employers' Association on "Arbitration Procedures in the United States"; the Norwegian School of Business Administration, on "Training in Industrial Relations for University Students"; the Michelsen's Institute on the subject "Problems of the Small Employer". Finally, he lectured to the educational secretaries of Oslo trade unions and the staff of the Workers Educational Association on "The Labor Merger in the United States". The Secretary-General of the Norwegian Labor Party, Mr. Haskon Lie, commented that Fleming's presentations were excellent and that he was a fine representative of the United States. Mr. Lie's only complaint was that too few Norwegians heard him. [D-465, 2/6/56]

AMERICAN TEACHER MAKES SUBSTANTIAL CONTRIBUTION IN BURMA

Mr. Lawrence E. James, of Washington, D.C. is currently an American Fulbright teacher grantee in Burma and teaching commercial subjects in the Central State High School in Rangoon. Mr. James has been outstanding as a teacher in a field of study desperately needing direction and expansion in Burma. The United States Educational Foundation in Burma recently recommended that his grant be renewed. In doing so, it was supported by the host institution, the Vocational Education Section of the Directorate of Education, and by the Ministry of Education of the Government of the Union of Burma. The Foundation stated:

> "Upon taking up his assignment at his host institution, Mr. James quickly demonstrated his professional as well as personal qualities and made an excellent impression on the pupils and the staff. He adjusted to his new environment speedily and successfully and won the confidence and admiration of all concerned. His fine teaching craft and his wide knowledge of organization of a sound teaching program of commercial subjects soon came to the notice of higher authorities, namely, the Chief of the Vocational Education Section and the Director of Education...He is currently engaged, apart from his regular teaching, in advising the Directorate of Education on (1) the expansion of commercial education in Burma (2) the establishment of a State Commercial School in Rangoon, and (3) revision of the syllabus for commercial subjects...". [D-376, 3/2/56]

AMBASSADOR WITHOUT FROCK COAT AND MORNING TROUSERS

"Unlike most ambassadors of goodwill Jesse Owns did not wear a frock coat and morning trousers on his recent mission to the Far East. Instead his working clothes consisted of a track suit and spiked shoes...".

Thus began an article in a recent issue of the Chicago Sun-Times. In late 1955, Owens, the former world sprints, low hurdles and broad jump champion, spent several weeks each in India, Malaya and the Philippines as an educational exchange specialist. He found tremendous interest in sports throughout the Far East and held a series of morning and afternoon clinics every day. It was his job to explain the proper procedure to use in various sports and to demonstrate the form to be followed. Between 300 and 400 boys were in the clinics and audiences from 500 to 20,000 attended as spectators. Possessed with tremendous energy and stamina, Owens cheerfully faced up to an exceedingly crowded schedule. His warm, friendly, sincere and humble manner in carrying out each of his engagements moved his audiences everywhere. In India, press coverage of his visit was excellent. For example, a major portion of the sports page of the three leading papers of Madras was given over to an account of Owens' activities for each day of his visit, and such newspapers as The Mail, Deccan Herald, The Hindu, Indian Express, and Sports and Pastime, featured him in article after article. Even Mysindia, a socio-literary English weekly magazine of Bangalore, attempted an interpretation of the meaning of Jesse Owens:

> "...There is little need here to speak of his technical exhortations, but as a public speaker on what may be called "general' subjects, he acquitted himself remarkably well. An easy delivery, orderly thinking and a sententious expression combined to render him a most rewarding speaker. All this served to show that preconceptions are dangerous. I for one had not expected such distinction from one who in my ignorance I had considered did not belong to the intellectual class. Mr. Owens perhaps approximates to the ancient Greek ideal of the Olympic athlete, one who combined in himself the scholar and the sportsman. The United States has not been served in India by a better ambassador". [D-282, 11/2/55]

YOKOHAMA MAYOR HONORS AMERICAN DECATHLON CHAMP

Following in the wake of Jesse Owens' outstandingly successful performance, another Olympic star, Bob Mathias invaded Southeast Asia and the Middle East and captured the hearts of young and old alike. As in the case of Owens, Mathias was accorded a hero's welcome. His visit aroused a most cordial and enthusiastic response among the athletic associations and the student population. Mathias represented the sterling qualities of the young all-round athlete - he typified what America is able to produce in the field of athletics through its high school and college programs. In his talks, Mathias emphasized the important role played by the American high school. His chief contribution, from the standpoint of actual demonstrations, consisted of splendid performances with the decathlon. In these events, Mathias displayed an amazing sense of coordination which won the enthusiasm and respect of the large audience.

Press coverage of his visit was generous throughout India, Pakistan, Formosa and Japan. On February 15, 1956, Lieutenant Robert Mathias received a letter under the corporate seal of the city of Yokohama, Japan,

which said, in part:

"...Your performance here in our stadium was truly an inspiring occasion for the thousands of our youngsters. In recognition of your contribution to the enhancement of wholesome development of clean sports I take the greatest pleasure in awarding you with the plaque which only a few have had the honor of receiving from this office.

"I am also sending you at the request of the Yokohama Citizens Committee to Commemorate Mayor Hiranuma's Citation by the Emperor of Japan for the Order of Cultural Merit in the field of Amateur Sports...a medallion [which is] presented to leading people in the field of amateur athletics in Japan. You have the distinction of being the only non-Japanese to be presented with the medallion...".
[D-283, 11/2/55]

OREGON PROFESSOR REPRESENTS NEA AT JAPANESE EDUCATORS MEETING

Dr. Joseph W. Ellison, Professor of History, Oregon State College, is currently in Japan under the program authorized by the Fulbright Act. He is lecturing on American Social History at the University of Tokyo. In late January, Dr. Ellison officially represented the National Educational Association of the United States at the Japanese Teachers' Union Educational Study Convention held at Matsuyama. The theme of the convention was "Peace and Truth", and the discussions emphasized: democracy in education, civil rights, and international understanding. Approximately 10,000 delegates and observers attended the convention. Dr. Ellison's address included comments on the history of Japanese-American friendship, and the interest of American teachers in the educational system of Japan.

Enroute to and returning from Matsuyama, Dr. Ellison lectured in Osaka, Takamatsu and Okayama, under arrangements made by the United States Educational Commission in Japan and the American Cultural Center. At Osaka, he addressed a luncheon meeting of the America-Japan Society, and in the afternoon at the Osaka Chamber of Commerce, spoke to an audience of Japanese educators and industrialists. At Takamatsu University, he conducted a seminar on "Japanese-American Relations" with the president, deans and professors of the university in attendance. He lectured in the evening to the general public. At Okayama, he lectured on "American Politics and Economics" to an audience of professors, students and townspeople. In reporting on his trip, Dr. Ellison stated that the "experiment of appointing an American educator to represent the American National Educational Association...was fruitful from many angles and should be continued in the future". He was of the opinion that cooperation with Japanese teachers could accomplish much to keep Japan in the family of free democratic nations. [D-779, 3/1/56]

LEADER RETURNEES INVITE AMERICAN FRIENDS TO CELEBRATE LUENEBURG MILLENARY

Twelve returned grantees from Lueneburg, Lower Saxony, Germany recently sent a book of photographs of their city to their friends in the United States. It was also an invitation to the Americans to come to the Thousandth Anniversary of Lueneburg. The pamphlet stated:

"Days turned to weeks, weeks to months, months to years, and still the glamor of the unforgettable time, we were favored to spend with you over there, is warming our hearts...We are pleased to enclose a booklet of Lueneburg - the first one in an English version and just published...[it is intended] as an appetizer to incite your decision of visiting this City in 1956, when we will celebrate the millenary of Lueneburg's first recording in history. Our team repeatedly pointed out, that Cultural Exchange is not a one-way-road, but that our visit to USA should be returned by your counter-visit to good, old Lueneburg...".

The invitation was signed by six members of the exchange team of 1953, and six grantees of other years, including, Dr. Lambert Huys, (1953) Senator of the City of Lueneburg, and teacher at the Girls High School of Lueneburg; Henry Makowski (1953) Deputy Chairman of the Association of Local Youth Clubs and Head of Field Study Center; Helmut Pleb (1953) Editor of the Landeszeitung fuer die Lueneburger Heide, and Correspondent of the Associated Press; Pastor Achim Puschmann, (1953) Evangelical Lutheran Minister at St. John's Church; Dr. Friedrich Steuernagel, Manager of the Board of Local Handicraft Guilds; Hans Weyershauser (1953) Interpreter and Press Official of the City of Lueneburg; Werner Wegner (1954) Youth Officer of Regierungsbezirk Lueneburg; Hermann Ina (1955) Chief Editor of Landeszeitung fuer dir Lueneburger Heide; Kathe-Eva Iaschock and Hildegrad Dieckmann (1953) social workers with the Youth Welfare Office of the City of Lueneburg; Werner Bockelmann (1950) Oberburgermeister (Mayor) of the City of Ludwigshafen/Rhein and Dr. Gerhard Krink (1953) Referent with BWM (Ministry of Economics of the Federal Republic) at Bonn. [OM, 2/2/56]

FINNISH PHYSICISTS RECEIVE BROOKHAVEN ATOMIC EXPERT

Professor Donald J. Hughes, Senior Physicist at the Brookhaven National Laboratory, visited Finland in February, 1956. During the visit, Professor Hughes gave four lectures - two at the Finland Institute of Technology, one to the Finnish Society of Electrical Engineers, and one at the Abo Akademi, at which students from the University of Turku were also in attendance. Professor Hughes also met with physicists from the Institute of Technology and the University of Helsinki as well as with four of the members of the Finnish Contemporary Energy Committee (the Finnish counterpart of the AEC). At a luncheon given in honor of Professor Hughes, Professor Erkki Laurila, Vice-Rector of the Institute of Technology, and Chairman of the Department of Technical Physics was heard to remark that never had he heard a man present a lecture in the field of physics with such clarity. In spite of the fact that students in Finland seldom enter into discussion with a lecturer, regardless of the field or the occasion, Professor Hughes' lecture elicited many questions from the student body. [D-391, 2/24/56]

## AMERICAN PHILOSOPHY IN ACTION DESCRIBED BY FORMOSAN JOURNALIST

During early 1955, Chiang Te-ch'eng, a staff writer for the Central Daily News of Taipei, Formosa participated in the Jointly Sponsored Journalists Project for foreign specialists. While in the United States, he worked on the staff of the New Bedford Standard Times in Massachusetts. In addition, he observed American life throughout the country; visited some of the major newspapers, news agencies, and radio and television stations; and studied American politics, economics and the "sentiments of the American people".

Upon his return to Taiwan, he wrote a series of fifty articles, entitled "Sketches of the United States" which were published in the Central Daily News. The articles were so favorably received by the Chinese readers that the paper's publisher, Yuan I-Ch-eng, subsequently brought them out in book form with photographic illustrations. The book includes 136 pages and 20 photographs. The following titles appear among the fifty topics: "Human Dignity"; "Incomparable Creative Power"; "The Ripening of American Culture"; "The Power of Democracy";"Struggle Against Environment"; "Trade Unions and Workers"; "Chinatown in San Francisco"; and "An Unknown Faithful Friend"[the New Bedford Standard Times]. The following excerpts from a translation will indicate the nature of Chiang Te-ch'eng's comment on the United States.

Human Dignity: It is no exaggeration to say that the United States may be called a paradise, where 165 million people are unceasingly working their land, creating new wealth, and improving their living standards. This paradise, however, is not simply a gift of God but the result of human struggle and hard labor. The American people can show the world many things that they can be proud of, but the most important of them all is their recognition of "human dignity". This fact surpasses the White House in magnificence, the Empire State Building in height, and the United States movie stars in brilliance.

Incomparable Creative Power: The marvelous achievements of the American people are largely due to their great creative power, which has manifested itself not only in production techniques but also in the fields of politics, education, fine arts and architecture. Keen competition prevails everywhere in the country, and consequently great emphasis is placed on research. According to statistics, America spends about four billion dollars for research. When the American people decide to do something, they find a way to accomplish it.

The Ripening of American Culture: In this section the author writes about noted American writers, artists, and architects; describes American symphony orchestras, opera houses and theaters,; explains American museums, libraries and zoological parks; and comments on the number of people participating in cultural activities.

The Power of Democracy: The author states that the democracies of the free world will eventually prevail over the totalitarian states. Under democracy, the people are self-reliant and aware of their various responsibilities, but those under the police state have become driven cattle and have lost their power to think. Consequently, free men in every way are superior to enslaved people.

The reason why the American capitalistic system does not collapse as predicted by the Marxists is that both the American Government and the business leaders are aware of their responsibilities and take the necessary steps to make corrections and to improve the living standards of the people. Furthermore, as the people are conscious of their duties, they are glad to pay their taxes in order to meet their national expenditures and to fight against existing evil forces, including communism.

Struggle Against Environment: The author states that America has been a land of opportunity, and that many immigrants and American-born persons have achieved great success during their lives. He tells several stories about such persons as John Jacob Astor, Andrew Carnegie, Joseph Pulitzer, and Booker T. Washington. The author feels that the reason for the success of these men is that they put up a good fight against their environment in order to improve the conditions of themselves and of their fellow men.

Trade Unions and Workers: The author states that although the United States is the workers' country, it has neither labor party nor laboring class. This is because the American workers do not consider themselves as a distinct group apart from the other groups in American society. Besides, they also realize that it is necessary for them to cooperate with the other factors of production in order to increase their national wealth.

An Unknown Faithful Friend: The author states that while all know that Henry Luce's publications and the Scripps-Howard newspapers are friendly toward Free China, there is an unknown faithful friend who is also fighting for the cause of the Chinese people. This is none other than the New Bedford Standard Times. In order to prove his statement the author quotes several passages from the paper's editorials in May, 1955, which urge the American Government to support Free China in its struggle against communism. The author also gives an account of the following: (1) a brief history of the New Bedford Standard Times and (2) a description of the leading officers of the paper.

TEACHER EDUCATION GRANT HAS CUMULATIVE EFFECT IN HOLLAND

Mr. John J. Schilstra, who teaches English in a secondary school at Alkmaar in the Netherlands, recently wrote to the American Embassy summarizing the experiences he had during his stay in the United States and saying that he felt he should give a report on his activities in Holland since his return. He says:

> "I trust that the figures given will support the policy that it works to invite the world and show them the American way, and that the friendship given to me is extended to thousands, that the Fulbright Act has been an excellent means to create better understanding in the Free World. It is a great satisfaction to know that I have been allowed to be a small instrument in this crucial work. My ardent wish is to go back [to the United States] some day and meet the people again...".

Mr. Schilstra appended to his letter a chart indicating that 70% of his one hundred activities consisted of talks to PTA meetings, schools, clubs and societies. Thirty per cent of his activities consisted of

newspaper and periodical articles and radio texts. His talks and writings have been on the subjects of "education in the United States", "primitive art of the American Indian", and "the American people". [D-716, 2/23/56]

MISSISSIPPI PROFESSOR HOLDS CHAIR OF AMERICAN STUDIES IN NAPLES

Professor Harry M. Campbell is currently serving as guest Fulbright professor in the Chair of American Literature at the Istituto Orientale in Naples. On leave of absence as professor of American Literature at Mississippi State University in Oxford, Professor Campbell began his lectures at the Istituto Orientale in February and will complete the series about mid-May. This course and the establishment of the Chair in American Literature inaugurates the first American studies program in Southern Italy. He states that he has only one fault to find with his Italian students -- they won't interrupt him.

Language is one of several problems with which the Professor has to cope. His class of approximately 50 students is a very heterogeneous group, ranging in age from 17 to 30, and from those who have had one year of English in the university to post graduate students who are fluent in the language. The large number of students in his class is particularly gratifying to the professor, as the course, although a credit one, is an elective. Such a large number in the first course following the establishment of the Chair had not been expected, and the attentive interest proves the popularity of American literature among Italian students.

Professor Campbell's work day is more crowded than is that of the average American professor lecturing at his home university. He lectures four times a week and holds a question and answer period after every three lectures. He is scheduled for eight hours a week but actually spends considerably more time than this with his students. As he is trying to establish an informal atmosphere in the class room, he welcomes student consultations following lectures. At first the students were a bit shy, since the European professor-student relationship does not permit a free and easy give and take between teacher and pupil. "I had to work on it a while but now they crowd my desk after the lecture and bombard me with questions about America, from the U.S. Negro to automation and from the American Medical Association to be-bop". After spending more than eight hours a week at the Istituto, Professor Campbell holds outside question and answer periods. In these sessions, he can relax with the students and advise them on outside reading. He feels that one of his most important tasks is to help his Italian students overcome timidity in approaching their professor, and to place both class room and out-of-class relationships on a more informal basis. But his major job, the Professor feels, is to correct a distorted view of the United States held by Europeans who have read only modern American literature. This, the Professor quickly adds, is nothing against modern American writing. "I am trying to give my students a panoramic view of American literature by relating each author to the political and social background. The cynical realism of present day writing is just one of the phases of American letters, and the student does not get the 'spirit of America' by reading only contemporary work. For instance, the writings of Ralph Waldo Emerson give the student a richer feeling of the temper of America than he gets if he confines himself only to present day literature."

MULTIPLICITY OF EDUCATIONAL EXCHANGE ACTIVITIES IN EGYPT

Following is a brief resume of some of the significant contributions made by both American grantees in Egypt and returned Egyptian grantees during the last several months. Such activities as these represent a kind of voluntary participation and are conducted in addition to the grantees' regular responsibilities under the P.L. 584 grant.

- American Fulbright grantees in Egypt have participated in the Speakers Bureau program. This involves lectures to selected groups, frequently on an invitational basis.

- American Fulbright professors of English have been consulted by the Ministry of Education regarding plans for revising methods of teaching English and also regarding plans for sending a team of Egyptian linguists to the University of Michigan for advanced study.

- Five American lecturers are teaching a total enrollment of 138 sheikhs of Al Azhar University in voluntary English classes.

- One American lecturer has written a manual on Aereonautical Engineering for Cairo University.

- One Fulbright grantee has designed a theater for the American University at Cairo.

- American Fulbrighters have given active support to the program of the Egyptian-American University Fellowship.

- Returned Egyptian grantees have given lectures, participated in seminars and have written articles about their experiences in the United States.

- One recently returned Egyptian grantee has resumed her weekly radio program and now gives emphasis to the United States in her broadcasts.

- Certain former Egyptian grantees give support to the Binational Center.

- Three recently returned Egyptian grantees have assumed the leading role in the current reorganization of Egyptian physical education, sports activities for youth, and community recreation. [D-58, 1/14/56]

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Views of African Students on Strengthening African-American Relations, Institute of African-American Relations, Washington 6, D.C., 1956.

During 1955, the IAAR sponsored an essay contest, open to all African students studying in the United States, on the topic "Strengthening African-American Relations". Although IAAR published the prize winning essay, it appeared that an analytical report based on all forty essays would be interesting to those concerned with African affairs and African-American relations. This report, quotes the views of the essayists, and draws together the more important subjects covered. The report was prepared for IAAR by Betty George.

"American English in Trieste", Anne Lohrli, News Bulletin, Institute of International Education, March, 1956.

In this article, Miss Lohrli, professor of English at New Mexico Highlands University, tells of her experiences as a visiting lecturer at the University of Trieste in 1954 under the International Educational Exchange Program.

The Foreign Student in the New York City Area, George A. Beebe, The Greater New York Council for Foreign Students, October, 1955.

This volume is the final report of one year's scrutiny of the foreign student in New York City, and the approach of the community and college to him. A prelinimary report entitled "A Study of Foreign Students in Greater New York", issued earlier, was designed for the general reader interested in the foreign student situation. The present volume is an effort to enlarge on the ideas already presented, show by means of illustration some of the data obtained in the study, and spell out in greater detail possible procedures for dealing with the foreign student in the future.

"Evaluation of Exchange of Persons", M. Brewster Smith, International Social Science Bulletin, (Evaluation Techniques), Volume VII, No. 3, 1955.

Large-scale programs of research and evaluation have been launched which promise to throw considerable light on the exchange process and its effects. These have been undertaken primarily under American sponsorship; notable examples are the current programs of the evaluation staff of the International Educational Exchange Service of the Department of State, and of the Committee on Cross-Cultural Education of the Social Science Research Council. The result is that most experience in research and evaluation in existence relates to exchanges involving sojourn in the United States or sojourn in other countries by American nationals.

"The Structure of University Education: India", Samuel Mathia, The Teaching of the Social Sciences in India, published by the United Nations Educational, Scientific and Cultural Organization, 1956.

Mathia is Secretary, University Grants Commission in New Delhi. In the paper cited, he outlines the following features of Indian higher education: historical background, the universities, technical and research institutes, organization of education, university administration, subjects and courses, social sciences, library and laboratory facilities and instruction.

Cousins and Strangers, Edited by S. Gorley Putt, Harvard University Press, Cambridge, Massachusetts, 1956.

This volume summarizes comments on America by Commonwealth Fund Fellows from Britain, 1946-1952. The editor divides the comments into broad fields: The American People, Academic Fields and the Universities, Race Relations, and a long section called American Life and Institutions. One of the fellows writes: "A redheaded gentleman who said his name was McLennan tapped me on the shoulder and said that his forebears came to America about 1600 and had never spoken to an Englishman since. I said it was wonderful we could still understand each other after three hundred and fifty years".

Chinese Students in the United States, 1948-55. Committee on Educational Interchange Policy, 1 East 67th Street, New York 21, New York, March, 1956.

This paper outlines certain facts concerning the "unusual chapter in the operations of an international educational exchange program" with respect to "the ten million dollar emergency aid program undertaken by the U.S. Government to provide financial assistance to more than 3,600 Chinese students and scholars in this country...These Chinese, made refugees when their government was forced from the Asian mainland, provide a story that is truly unique in the history of international relations...".

"The Regional Picture", Compulsory Education in the Arab States, Volume XVI of "Studies on Compulsory Education", United Nations Educational, Scientific and Cultural Organization, 1956.

Chapter One, the item cited here, provides the regional background to education in the Arab states. It indicates some of the factors - historical, cultural, social and economic - that have influenced the development of education in the Arab world; it also contains a brief history of education in the region and an outline of the school system now prevailing in each of the countries treated.

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Department of State

International Educational Exchange Service

# International Educational Exchange Digest

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Prepared by:
Program Evaluation
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## BRITISH FIND AMERICA NOT VERY FAR AWAY

A recent report from London reveals that former grantees in the United Kingdom are continuing to write prominently in English newspapers and journals. For example, in early 1956, The Spectator, Time and Tide, Glasgow Herald, Forward, Manchester Guardian, News Chronicle and The Listener carried articles by and about former P.L. 402 leader grantees representing program participants of every year since 1951. The March issue of Encounter carries two articles by former leader grantees, including "A Genius for Compromise" by Joy Jenkins (1953), and "A Guide to the Cold War" by C.A.R. Crosland, M. P. (1954). The Manchester Guardian's feature "Television Notes" describes a recent television program, as follows:

> "Panorama's' special piece on Monday was a rapid bit of Woodrow Wyatt [1952 foreign leader] reporting on American attitudes... Mr. Wyatt had flown to the United States and back, bringing a series of filmed interviews with the American man in the street, all in 36 hours. This journey was described, not very originally, as by 'magic carpet', but the queer thing is that, granted all the travel arrangements can be made quickly for the traveller, it does not seem so very remarkable in these days. The film had been quickly processed here and so we were able to see all sorts of Americans, looking much as Londoners would if someone asked them in the street what they thought of America, and saying much what one would expect.
>
> "Mr. Wyatt was surprised that they did not think Britain was declining or finished: on the contrary they still thought we were quite important and most of them liked us next best, of course, to America. Probably ordinary viewers here were less surprised than Mr. Wyatt. The real merit of this enterprise was that the faces and voices of people in another country are always and inevitably interesting...". [OM, 3/7/56]

## IRISH ART LOVERS WELCOME FORMER DIRECTOR OF METROPOLITAN MUSEUM

Dr. Francis Henry Taylor, former Director of the Metropolitan Museum of Art, visited Ireland in February as an American specialist. Under the joint sponsorship of the American Ambassador and an organization known as the Friends of the Irish Collection, he addressed a group of approximately 250 persons at University College in Dublin on "American Art Collections". He also participated in numerous conferences with Art Directors and interested cultural leaders, and made visits to various Art Museums in and around Dublin. Travelling to Galway, he addressed a group of approximately 70 persons on the subject "The Art Museum in the Community".

Mr. Taylor came to Ireland with a well-known reputation in the art field. His color slides and lectures were well prepared and well delivered. Both the Irish and the Americans in Ireland were impressed with his humility, friendliness and cooperativeness. [OM, 4/2/56]

NEW ORGANIZATION OF FORMER GRANTEES

Another organization of former grantees was formed spontaneously in Germany in March. The organization was started at an informal meeting sponsored by the Mayor of Braunschweig, Mr. Otto Bennemann, a 1951 grantee. The meeting was held at Braunschweig's international center "Die Bruecke", and twelve former grantees, two town officials, and the director of "Die Bruecke" participated.

After welcoming the group, Mayor Bennemann asked each grantee to comment on his visit to the United States. The following observations were reiterated in the comments of most of the speakers: the extreme hospitality of the Americans; the great interest Americans take in community life and politics; the intense interest Americans take in learning about Germany; and German admiration for the American educational system. In this connection Professor Heinrich Rodenstein, 1954 leader grantee and Director of the Teachers Training College in Braunschweig, spoke of student self-government in his college. The group discussed opportunities for acting as hosts to visiting Americans and the establishment of an affiliation between Braunschweig, Germany and New Braunschweig, Pennsylvania. The group plans to meet every second month for discussions of national and international problems. A request has already been made for an American speaker for the next meeting, and some members have requested written materials about the United States. [D-1219, 3/22/56]

RETURNED LEADER SPEAKS TO 7,000 IN ONE MONTH

A busy lecturer about the "American way" is Mrs. Hwang Pil-Yon, principal of the Kyongju Girls Middle School in Korea, who in one short month, since her return, has talked to 7,000 pupils, women clubs, and educators about her observations in the United States. Among other things, she tells her audiences:

> "The democracy in the United States, the way of living, the esprit de corps, efficiency, and the way the American people meet their responsibilities are the things I was most impressed with in the United States."

While here, she was identified as Korean because she frequently wore her native dress. Consequently, she was greeted (sometimes in the Korean language) by former American soldiers who had served in Korea. She spent some time in all parts of the United States, including Washington, Minneapolis, Greensboro, Boston, Detroit, San Francisco, Philadelphia, Richmond, Chicago, and Phoenix. In her talks about America, she also tells her listeners that she was impressed by the practical approach of American education:

> "For one thing, I like the way the American pupils speak up when they have something to say. They are not shy about speaking to the teacher, as are our Korean pupils. Also, they behave quite well and are not noisy, a habit I would like to get our students into".

Besides her lectures, Mrs. Hwang has found time to write an article on her visit to America for a leading daily newspaper in Seoul. [OM, 3/20/56]

OHIO SPECIALIST AND LOUISIANA LECTURER HAVE SUCCESSFUL PROGRAMS IN SPAIN

Professor Jose A. Balseiro, professor of Spanish-American Literature at Miami University in Ohio, recently served as a P.L. 402 specialist in Spain. He gave a total of 32 lectures, 4 broadcasts and 13 press interviews, and was honored in some special way in almost every city where he spoke. Many newspapers carried condensations or summaries of his lectures. Another P.L. 402 grantee, Dr. John Englekirk, Chairman of the Department of Spanish and Portuguese at Tulane University in New Orleans, represented the first full time American lecturer at the University of Madrid. He likewise has been highly successful, having won the sympathy and interest of the member of his classes. He has introduced some American methods which have caused frequent comment by the students, including, his regularity of attendance, punctuality, frequent quizzes, and mid-term exams. His friendly and pleasing personality no doubt do much to make these innovations "interesting" to the Spanish students.
[D-1017, 3/9/56]

PROMINENT GREEK WOMEN PLEASED WITH EDUCATIONAL EXCHANGE

Mrs. Alexandra Mantzoulinos, President of the Greek Association of University Women, and Mrs. Irene Tsimbouki, President of the Greek Girl Scouts are currently in the United States as participants in the foreign leader program. Both grantees are active in Greek women's activities, and both took a prominent part in preparing for the recent elections, the first in Greece in which women were permitted to vote. Soon after the invitations were extended, Mrs. Lena Tsaldaris, Minister of Welfare, most prominent of Greek women and formerly Greek delegate to the General Assembly of the United Nations, told the Embassy, "You could not have made better choices". Among the "bon voyage" functions for the two grantees was a tea and attended by some 150 prominent women. The tea was sponsored by the National Council of Greek Women whose President, Mrs. Elmina Pantelaki, (former leader grantee) addressed the group. She stated:

"...Most of you know that the American Government has operated an Exchange program, since 1949 I believe. The Program is designed to promote understanding of social, administrative, and political systems in the various countries of the world and to improve relations among peoples. The Program offers many opportunities to acquire knowledge, experience, and at the same time to inform foreign people on the culture of our own country. The selection made by the American Government this year is highly satisfactory... In a few days the two ladies will be in the United States. Our thoughts and wishes will be with them, so that they may see and learn more things and so that they may be able to make the best use of the experience they will acquire for the benefit of our country". [D-830, 4/4/56]

CERTAIN RESULTS OF "TEACHER EXCHANGE" IN NINE COUNTRIES

The United States Office of Education, the agency responsible under contract for the teachers exchange program, has recently reported to the Department on the results of the program with the nine participating countries. Following are brief excerpts on some of the activities and attitudes of the 1954-55 groups:

Australia: The seven teachers stated that their opinions had changed favorably regarding certain aspects of life in the United States, including: work and discipline in the schools and the cooperation of parents; tolerance, courtesy, and hospitality of the average American and his interest in the welfare of people of other countries; contribution made by women as principals in schools and as leaders in community life; the great degree of independence of thought; the foreign visitors' preconception of the typical American as not representative of the people of the United States.

Austria: The three teachers made a total of 42 speeches and visited in 107 homes. Their opinions changed favorably concerning: the part played by religion in American life; the importance of the home; the hospitality of Americans; the fact that charity programs within and foreign aid programs outside, are a result of the good will of the people; that American wealth is a result of hard work; and the competitive spirit and progressive attitude of the people. One teacher found a greater interest in culture than stories of a "chewing gum" civilization would lead one to believe.

Belgium: The four teachers said that their opinion regarding life in the United States had changed favorably as a result of their stay. These aspects include the following: the vitality of religious life("There are practically no atheists"); intellectual life in colleges and universities; genuiness and industriousness of the people ("not frivolous and superficial as Hollywood would have us to believe"); and the Americans' fine sense of organization.

France: A total of 102 speeches were made by the five teachers; they visited 114 homes. One teacher learned that the average American works harder than most Europeans think; another found that the American woman is a far better housewife than generally thought abroad; and all of them remarked about the generosity of the American people. The French teachers found very little to criticize. One thought Americans spend money for things that have no value by European standards; another was surprised to find students from well-to-do homes working in stores after school and thus neglecting their academic studies; and another said that some Americans consider the desire for privacy an anti-social trait.

Germany: The sixteen teachers indicated that they were favorably impressed by the following: characteristic friendliness, helpfulness, and hospitality of the people; that the high standard of living is attained through hard work; the active participation of people in civic affairs, family, church, and community life; the efficiency of the American housewife; the general moral standard; absence of hard feelings against Germany; the high degree of cultural interest; and American capitalism. Favorable recognition was also given to American education, parent-teacher-student relationships, the ideals of American education, and the value of stressing citizenship.

Netherlands: The seven teachers were impressed by American friendliness and hospitality, social equality and the sincere religious interest of Americans. Unfavorable impressions included: the effect on the home of working mothers; the freedom given to children; and the attitude of superiority on the part of some toward anything non-American. More than 200 speeches were made by the Dutch teachers, and they visited in 349 American homes.

New Zealand: The five teachers stated that their opinions had changed favorably in respect to: the friendliness and warmth, and the generosity of Americans; their attitude toward people of other nations, and their interest in education. One teacher said his opinion had changed unfavorably with respect to the disproportionate influence of commercialism and advertising.

Norway: The four Norwegian teachers made a total of 37 speeches and visited in 200 American homes. Favorable comments were made concerning: importance of church life, friendliness and helpfulness of busy people, the enterprising spirit of Americans and their willingness to do all types of work.

United Kingdom: For the most part, the ninety-three teachers said that their opinions regarding life in the United States had changed favorably as a result of their stay here. Nineteen remarked about the vitality of religious life and large church attendance; the same number commented favorably on the behavior of American youth; twelve said that the warmth, hospitality, and generosity of Americans were more impressive than they had anticipated; six were impressed with the interest Americans show in their "British cousins"; six commented on the fine cooperation among races and religious denominations; and six said that there was more family life here than they had been led to believe. The following items were also singled out for favorable comment: group participation in community life, pride of country, interest in international problems, sanitary conditions, opportunity for advancement, high cultural standards and social consciousness, cooperation of the school and PTA organizations, high standard of living, ability for self evaluation, and freedom of travel between the states.

SPECIALIST IN WOMEN'S AFFAIRS MEETS WITH HER BRAZILIAN COUNTERPARTS

Mrs. Helen Gillin of the Carrie Chapman Catt Memorial Fund of Chapel Hill, North Carolina, recently visited in Brazil as a United States specialist. The many people with whom she came in contact were unanimous in their praise of her as a representative of American women. While in Rio de Janeiro, Mrs. Gillin talked on women's activities in the United States. She attended a meeting of the Women's Club of Rio de Janeiro and made a talk on the League of Women Voters in the United States. She also lectured on "The Role of Women in the Political Life of the United States". She visited the Brazilian Institute of Citizenship and Administration; led a discussion in the Women's Club of Rio de Janeiro; met with Sra. Aracy Muniz Freire, President of the Girl Scouts in the Rio area and member of the Board of Directors of the Instituto Brasil-Estados Unidos; attended a meeting with the Pan American Women's Round Table; and met with Dr. Berta Lutz, President of the Federation for the Advancement for Women. [D-1144, 3/13/56]

JAPANESE EDUCATOR TELLS OF "SPIRITUAL CIVILIZATION IN UNITED STATES

Mr. Tsuneo Mano, Superintendent of Nagoya City Board of Education who has returned to Japan after participating in the leader program, lectured recently at the American Cultural Center in Nagoya before an audience of 60 educators. Mr. Mano, who had inspected 72 American schools, spoke on his observations of American education. In this and other speeches he has made since his return, Mr. Mano told his audience how many Americans visit the shrines of Lincoln, Jefferson, and Washington like the Japanese people visit the Ise Grand Shrine. He observed that while America is called a country of material civilization, he felt that this is not true and said, "America is also the country of spiritual civilization ". He remarked that he was strongly impressed by the kind welcome and warm friendship he met throughout his visit in the United States. Mr. Mano concluded: "The world must not be divided in two. Japan also must not be divided in two. And also our family must not be divided in two. All people should endeavor for one purpose--the world peace". Certain comments by members of the audience indicate the kind of reception Mr. Mano's speech was given:

School Teacher: "I was deeply impressed by his lecture and especially on the special features and differences between American and European countries. He told of the steady progress of America. I earnestly wished we Japanese people also have to endeavour for the advancement of our country following the good example of the United States. I also learned from his lecture that the Americans have an ardent desire to read and the habit of reading is encouraged in childhood. We teachers have to strive for it for our school children."

Social Worker: "It was a very interesting lecture. I was surprised at the great power of the American economy. At the same time I could understand that the Japanese future economy can do nothing without the help of America. It is difficult to go hand in hand with other countries because of their different customs, histories and thoughts, but it is possible to build up diplomatic intercourse on the basis of friendship and understanding among the people themselves. We must make our best efforts for this purpose".

Radio Official: "I was surprised to hear that Nagoya City's one year's school budget is the same for the building cost of one school in America. It is worthy to spend much money on education because it helps to build up fine characters and sound minds. His quotations on Lincoln were very impressive. After comparing characteristics of America and England, he told of present Japan. We must understand that it is not only Japan which has a spiritual civilization and we must try to follow America's way of daily progress".

[D-845, 3/20/56]

FORMER GRANTEES IN GERMAN LEGISLATIVE BODIES

The elections for the Second Landtag took place in Baden-Wuerttemberg, Germany, in early March. Election results approximated those of four years ago. The CDU won additional seats totaling 56 mandates in the Landtag, and SPD and FDP lost 2 mandates each. Of the 120 members in the new Landtag, 21 are former grantees. In the Landtag of Nordrhein/Westfalen, returned grantees are represented in both the old and new cabinets. The new cabinet has five returned grantees holding Minister posts, including the Minister President, Minister of Finance, Minister of Justice, Minister for Labor and Minister for Reconstruction.

[OM, 3/8/56 and D-1922, 3/16/56]

SPECIALIST LECTURES ON AMERICAN ECONOMY IN BOMBAY

Certain charges against the United States relative to colonial and economic imperialism were refuted by Dr. W.S. Woytinsky, Professor of Economics at Johns Hopkins University on his recent visit to India. A lecture entitled, "Modern Imperialism: A Case Study, the United States", was delivered in March at the Army and Navy Building in Bombay, under the auspices of the Indian Committee for Cultural Freedom. During the lecture, several members of the audience nodded approval a number of times and Dr. Woytinsky responded effectively to the questions which followed. Whether the speaker changed the opinion of everyone present is not known, but it appears that he raised grave doubts in the minds of those who questioned the motives of the United States. In addition, by giving details, figures, and specific facts, he strengthened those who have confidence in the United States. Following is a very brief summary of his address:

Some people define imperialism as anything that they are against and many definitions, including those of Lenin and Stalin, are distorted. Everyone knows that the thirteen colonies on the North American Continent revolted against England and obtained their freedom, but many people fail to recognize the fact that America was against all the colonial powers - witness the Spanish in Florida; the French in Louisiana; the Russians in Alaska; and the Portuguese. The United States obtained colonies quite by accident, not by intention. After the unexpected and short Spanish-American War, she found herself with colonies and did not know what to do with them. The Philippine Islands were soon given complete independence, and Puerto Rico and Hawaii have self-government with a provision which enables them to declare their complete independence at any time. But they are more interested in getting statehood in the United States than in getting independence.

The case against the United States for economic domination is not supported by the figures. For a long time before World War I the United States was a debtor nation. During and after World War II the United States had an enormous export balance, but the United States received no payment for a large part of this since it was "lend lease" or outright gifts through technical and economic aid. Much of the export balance gave the United States no foreign credit.

The charge that the United States wishes to dominate the world is false. Figures for the last five or six years prove that substantially less than one percent of the total national income came from foreign investments, and most of this came from Canada and Mexico whose economies are closely tied with that of the United States. Figures show that capital invested abroad for the last five or six years was less than two billion dollars per year. This means that more capital was coming into the country than was going out. Some people believe that American capitalists are looking for cheap labor to exploit, instead they are looking for efficient labor. They are interested in the cost per piece not the cost per hour. The figures demonstrate that the economy of the United States does not depend on exploitation of foreign countries, but stands on its own. If we were to examine each of the 48 states separately, we would find that not one is self-sufficient, but depends on the others for vital products. But as a united group the economy of the 48 states is so varied that it does not depend on colonical or economic imperialism. [D-506, 3/19/56]

FILIPINO JOURNALIST QUOTES JEFFERSON AND CITES UNITED STATES PRESS FREEDOM

Mr. Cornelio Faigao, P.L. 402 leader grantee from the Philippines was in the United States in late 1955. After his return, he continued in his position as editor of the newspaper, The Southern Star. In February, 1956, he was elected president of the Cebu Press Club. Later in the month, at the invitation of the Rotary Club in Cebu, he addressed a luncheon group in connection with the Philippine National Press Week. The major emphasis of his address was freedom of the press, and he quoted at length some of Thomas Jefferson's celebrated statements on a free press. The following paragraph was taken from his address, as quoted in an article "Press Freedom Plus" which appeared in the Cebu Daily News:

> "...It seems to me that the progress of the freedom of the press anywhere takes an inverted process, like the inverted pyramid that is the symbol of the journalist's trade. It starts with exuberance that is often more like licentiousness; it develops into a studied integrity and finally ripens into responsibility and wisdom. This last stage seems to be the stage in which I observed American journalism last year...". [D-1067, 3/20/56]

PROMINENT MINNESOTA SCIENTIST LECTURES IN PAKISTAN

Dr. Elvin C. Stakman, United States representative to the Eighth All Pakistan Science Conference held at Dacca in January visited as well in Karachi and Lahore. Dr. Stakman is Professor Emeritus of the University of Minnesota. He was president of the American Association for the Advancement of Science in 1949, president of the Plant Pathology Section of the International Botanical Congress in 1950, and is currently a member of the Executive Committee of the Natural Research Council and the Advisory Committee on Biology and Medicines of the Atomic Energy Commission. Prior to his arrival in Karachi, Dr. Stakman spent one week in Lahore visiting research centers and talking to associates and to the students and staffs of the University of Punjab and the various schools and colleges of the area. During his visit in Dacca, Dr. Stakman met Dr. Nazir Ahmed, Chairman of the Atomic Energy Commission of Pakistan, Dr. Taskhir Ahmed, Director of the Department of Plant Protection of the Government of Pakistan, and Dr. S. Siddiqui, Director of Council of Scientific and Industrial Research. He discussed with them recent advancements in scientific learning and the utilization of this knowledge in Pakistan. He also visited the Pakistan Council of Scientific and Industrial Research, the Biological Survey, the Bureau of Laboratories, and the Department of Plant Protection. His other engagements included: a luncheon and press conference at the National Association of Journalists; a lecture at the Pakistan Institute of International Affairs on the subject, "Can Science Assure World Food Supply"; an informal dinner with officials of the Ministry of Agriculture; a seminar at the University of Karachi on "Political Application of Fundamental Botany"; and a reception and lecture at the University of Karachi on "Science and Civilization". Life membership in the Botanical Society of the University was conferred on him on this occasion. Finally, Dr. Stakman had dinner with some of his former students at the University of Minnesota. [D-645, 3/9/56]

AMERICAN WEIGHT LIFTERS SUCCESSFUL AS AMBASSADORS IN IRAQ

The American Weight Lifting Team, composed of six champion athletes, was recently in Iraq for ten days during which time it performed before a total of over 14,000 students and teachers in four cities. Several weeks after the team's departure, an Iraqi sports leader sent to the Baghdad newspaper Al Yaqdha an open letter to Ambassador Gallman lauding the visit as an event which brought about closer understanding between the Iraqi and American peoples. The letter is quoted in part below:

"An Open Letter to H.E. the Ambassador of the United States of America,
"We Have Loved America in the Person of Tommy Kono and Paul Anderson
By Hussain Al-Zubaidi, Sportsman

"...I remembered these hours which we spent with our champion colleagues. I cannot exactly describe my...feelings when we were awaiting the plane which was carrying Tommy Kono, Paul Anderson, Jim George, Clay Emerick and Charles Vinsy, headed by the world champion of heavyweight lifting, Professor Bob Hoffman. Was it the feeling of a brother to an absent brother or the feeling of a friend to a dear friend after a long absence. Indeed it was a mixture of this and that. We received them with kisses without prior acquaintance, forgetting America's attitude towards the Palestine question...Excellency, our enlightened national youth knows well that the Russian people and the states enslaved by the red yoke live in condition of permanent imprisonment. I want to tell Your Excellency frankly that we have our country and our glorious Arab nation and that Communism and other subversive principles have no place except in the souls of the small number of hirelings who have no connection whatsoever with Arab nationalism. We, the sons of the great Arab nation, ask others to respect us if they want us to respect them. We are a nation which believes in Islam, and the Koran sent from heaven through the greatest Prophet 'Muhammad'. If you want to win our friendship and sincerely desire to cooperate with us to raise our cultural, scientific and sports standards and want us to side with you, let that be through sport and directly beneficial assistance, such as the opening of clubs and furnishing them with modern means, the exchange of sport delegations and inviting capable sportsmen to visit the American people and become best ambassadors to bring about closer understanding between our two peoples. I pray you, therefore, to give your kind attention to...the establishment of sport clubs throughout Iraq whose doors should be open before the youth to enable them to build their bodies...Your Excellency will find that this policy has its magic effects in winning the hearts and minds of the youth to your side, and we will love the American people as we loved Tommy Kono and Paul Anderson...". [D-669, 2/23/56]

SCHOOL OF PLANNING AND COMMUNICATION IN LATIN AMERICA

The recent visit to Mexico, Guatemala and Venezuela of Dr. Paul Lester Wiener, noted city planner and architect of Town Planning Associates, was an outstanding success. The reception accorded him by government officials, engineers, architects, university professors and students was enthusiastic. Because of his personable manner and his willingness to discuss professional problems for long hours, Dr. Wiener immediately won the friendship and respect of everyone he met. In Mexico City, his lectures were sponsored by the National University of Mexico, the Mexican Society of Geography and Statistics, the Colegio of Civil Engineers and the Colegio of Economists. He was sponsored by the Governor of the State of Campeche in that city, and the Chamber of Commerce sponsored him in Monterrey.

In Guatemala, the Superior Council of the University of San Carlos, his principal sponsor, awarded him the title of Honorary Professor of the Faculty of Engineering. His program in Caracas, Venezuela, was arranged in collaboration with the Faculty of Architecture and Planning of the Central University. In this case, Dr. Wiener's lectures were directed toward the general public, the professors and students of the Faculty of Architecture and Planning, and the members of the Venezuelan Society of Architects. In view of the decided success of Dr. Wiener's lectures and the University's policy of advancing an enlightened future for Venezuela, the Rector and Vice-Rector of the University, together with representatives of the National Planning Commission of the Ministry of Public Works and the Venezuelan Society of Architects, discussed the possibility of founding an International Institute of Planning in Caracas. Upon request, Dr. Wiener submitted to the Rector some observations concerning the necessity of such an Institute, and of the role which it should play not only in the future of Venezuela, but throughout Latin America. Since his return, an announcement has been made by the Faculty of Architecture and Planning that the Central University will establish a School of Planning and Communications. This alone is evidence of the constructive contributions stemming from the visit. [D-941, 2/14/56; D-614, 3/27/56 and D-489, 2/20/56]

LEADER GRANTEE ROBERT PRESSWOOD OF CARDIFF, WALES VISITS THE UNITED STATES

Recent reports from Wales have been enthusiastic and appreciative of the excellent results of the visit to the United States of Mr. Robert Presswood, Director of Education in Cardiff, and influential in British education circles. On one occasion, after his return to Cardiff, Mr. Presswood spoke at length to an audience of some 150 Welch teachers. The teachers exhibited very great interest in his account of United States education. In addition, Mr. Presswood has made several appearances on the BBC on which occasions he has spoken about his trip. He is now engaged in writing a report on the trip, which will have wide distribution in the Ministry of Education. [Memo from Trent, 3/15/56]

CONCERTS BY AMERICAN STUDENTS EXEMPLIFY U.S. CULTURAL INTEREST

According to a recent report from the American Embassy in Lisbon, the most successful American sponsored cultural program scheduled there this season has been the concerts given by Gregory Simms, baritone and Leonard Mastrogiacomo, pianist. The two American artists, who have been studying under Whitney and Fulbright grants, respectively, recently presented a series of concerts of the "utmost artistic integrity". Both the immediate and subsequent reactions of the Portuguese audiences testified unanimously to the students' value in exemplifying the cultural health of the United States. Given in late February on a taxing itinerary of five successive days, the series included concerts at the University of Coimbra, the Cinema Sao Geraldo in Braga, the Commercial Athenaeum in Oporto, the Viana of Castelo, and the National Conservatory of Music in Lisbon. The Viano do Castelo performance was the first American concert ever given in that city. The concerts received 18 reviews in 10 newspapers, including: Diario Popular; Diario De Lisboa; Diario De Noticias; O Seculo; A Vol; Republica and O Comercio Do Porto. [OM, 3/5/56]

TRACK AND FIELD ATHLETICS BOOSTED IN AFRICA

Mr. Gilbert Cruter, track coach at Manual High School in Denver, recently went to Africa as an American specialist to assist in the development of track and field athletics in the Gold Coast and Nigeria. After conferences, discussions and study with members of the local Amateur Athletic Association, the sports councils, educators, business interests and sports editors, it was decided that he should organize and conduct coaching schools in the main centers of interest for teachers, military and police instructors, and athletic club directors. His purpose was to introduce a sound knowledge of present day track and field by presenting the history, development and present techniques; to conduct a series of radio commentaries and group discussion clinics with athletic clubs and interested citizenry groups; to organize a coaches' association; and to publish a booklet of notes and illustrations for use as reference material. The coaches participating were assigned in groups of ten to work on a specific program; each unit was responsible in turn for imparting the knowledge gained to a group of athletes under its supervision. Overall supervision was exercised by Mr. Cruter to hasten the learning process and stabilize the fundamental skills. Visits were made to the main athletic centers of the Gold Coast, Nigeria, and the British Cameroons. Each morning meetings were held with the respective coaches of these areas, and afternoon sessions were devoted to coaching some two or three hundred interested boys and girls. Excursions were made to the various boys' and girls' elementary, middle and secondary schools, as well as the technical colleges and universities. Group discussions and film showings were attended by representatives of these institutions. A Coaches' Association including a constitution, was organized as a means of furthering track and field athletics. This new organization is now an officially recognized association of the Amateur Athletic Associations of Nigeria and the Gold Coast. A mimeographed, illustrated booklet of track and field training instructions was prepared and distributed to members of the coaches' association, clubs, schools and responsible officials. [D-193, 3/26/56]

EINAR HAUGEN OF WISCONSIN IMPROVES ICELANDIC-AMERICAN CULTURAL RELATIONS

Dr. Einar Haugen, Professor of Scandanavian Languages at the University of Wisconsin, was in Iceland in early 1956 to help develop closer relations between the University of Iceland and American educational institutions. As a visiting American specialist, Professor Haugen immediately became a part of local university life. Shortly after his arrival, the University issued a press release announcing that the University of Wisconsin had established a fellowship in the humanities which would be available to an Icelandic student. The University later released the titles and dates of Professor Haugen's lectures, and the newspaper Althydubladid, published an account of a personal interview with him.

Given alternately in English and Norwegian, his lectures included the following: Scandinavian Discoveries and Explorations of America; Scandinavian Studies in America; The English Language in America or Is there an American Language; The Norwegian Language in America as An Example of Immigrant Assimilation; The Problems and Pleasures of Bi-lingualism; The Reception of Henrik Ibsen's Dramas in America; The Language of Ibsen's Symbolism; The American University and its Relation to Students; New Paths in American Language Teaching; and Your Country and Mine. Professor Haugen also taught a short course in "American English".

A lively interest in Professor Haugen's visit was shown by Icelandic scholars and writers, and the faculty and students at the University of Iceland. He was invited to speak before Visindafelagid, a small select group of scientists and scholars and was guest of honor at a dinner with the Rector of the University, at which some twenty scholars and government officials were present. He spent an evening at the home of Iceland's foremost writer, Halldor Kiljan Laxness, and met with several other well known people, including the President of Iceland, a number of cabinet ministers, prominent political figures, and various persons in literary and art fields. The fact that he spoke very good Icelandic, and made a serious effort to improve his command of the language, pleased and impressed many Icelanders. He undoubtedly provoked interest in and respect for American scholarship, and through his unquenchable curiosity about Iceland, laid the groundwork for greater American-Icelandic cultural exchange. [D-333, 3/22/56]

CHAIR OF AMERICAN STUDIES AT GHENT EXPANDED

The respective representatives of the American Embassy, the United States Educational Foundation in Belgium, and the Faculty of Philosophy and Letters of Ghent University recently attended a brief ceremony in connection with the University's American Studies program. During the ceremony, the American Ambassador presented to the Rector of the University some 150 books on American literature which will form the nucleus of a Fulbright reference library. Such a library is considered essential for carrying out the Foundation's plan for expanding its contribution to American Studies at the University of Ghent. Following this presentation, Rector Gillis called upon Professor Charles S. Verlinden, Dean of the Faculty of Philosophy and Letters, to thank Dr. Rudolf Kirk of Rutgers University, for the series of lectures on American literature which he gave as the visiting Fulbright lecturer holding the chair of American Studies. The Rector then presented the Medal of the University to Dr. Kirk in recognition of his services to the University. [Memo: USEF/Belgium, 3/8/56]

TEACHER FROM TEXAS TELLS OF PROGRESS IN CAMBODIA

A letter from P.L. 402 teacher grantee Richard Constantino [see Digest, December, 1955] tells of his activities as an English teacher in Cambodia. The following excerpts provide insight into his progress there.

"My work is very interesting...I have eleven different classes and about 32 hours of English per week. Besides this I am taking French and Cambodian lessons and meeting with teachers and students for discussions. I have begun a new program in the school whereby the students are able to pick up more English outside of class. I have a room in one of the schools with a record player and a complete set of Cambodian-English lessons. The principal has made a schedule for the students and they come to listen to them in groups. I help them with their pronunciation when I am free and believe me it is really a job. A person must almost have a degree in linguistics to get these sounds for them!...This week I began a new activity in the school. I have suggested to the principal that we have a Students Club whereby they elect officers and on the order of our Student Council back home. He likes the idea and the other day we had a meeting and the first elections should take place sometime next week. Then I hope to have regular meetings with them and help them with some of the things they need in school. So far I have written to about thirty publishing houses in the States asking them for help on books that we need...Sunday morning after Mass I went with my evening class on a picnic to Wat Phnom, a famous pagoda near here. All of them showed up and this surprized me for I did not expect the four women teachers to be there. We visited the pagoda and then went on the road for some coconut milk, I brought my radio along and so they put on some Cambodian dances for me which were very interesting. Then we visited Little Angkor Wat which is just outside of Kompong-Cahm and I took some excellent pictures of it. After eating enough food to feed an Army, we played games that I had prepared for them. The most popular was the one where I had two people blindfolded feeding each other a banana. They laughed until their sides were splitting...".

[Letter to Mrs. Wingo, 1/18/56]

BILL MILLER'S WORK IN BURMA CAUSES CHAIN REACTION

As a result of interest engendered in track and field by the American specialist, Bill Miller, on his recent visit to Burma, the Asia Foundation plans to bring a group of Burmese athletes and coaches to the United States for further training. Miller, Assistant track coach at Arizona State University, made a tremendous impression and created great enthusiasm for athletics in Burma. The Asian Foundation will support visits to the United States by certain members of the Amateur Athletic Union from several Asian countries. The visiting athletes will take part in the International Track and Field Clinic to be conducted in June by returned American specialists Lloyd Winter, Brutus Hamilton, Peyton Jordan and Ken Doherty. This example of spontaneous action following an event sponsored by the specialist program represents further evidence that the program has a cumulative effect, not only in itself as it continues to reach wider audiences, but as private groups take the initiative and further develop the chain of events. It is also further evidence of how America shares its knowledge and resources in many fields. [Memo from Mr. Howland, 4/4/56]

GUATEMALAN LEADERS AND TEACHERS REWARDED BY UNITED STATES EXPERIENCES

Following is a brief description of some of the more significant activities of grantees who have recently returned to Guatemala:

LEADERS

Baltasar Morales de la Cruz, Latin American Journalist Project, 1955: Upon his return to Guatemala, Mr. Morales immediately resumed his duties as a member of the Constituent Assembly and owner-editor of El Espectador. Shortly after return, he published a series of 13 articles entitled "One Month in the Land of Uncle Sam" in his own paper. Mr. Morales claimed that the majority of his colleagues went into a conference with certain Department of State officials "with worries and deep-rooted prejudices about the substitution of the 'good neighbor policy' by the policy of 'good business partners'", but left with their suspicions cleared and the feeling that the economic base of U.S. foreign policy towards Latin America "entering 'a period of tangible proof'". He stated that the opportunities he and his colleagues had to talk with experts on U.S. labor and to meet with labor groups were almost equally rewarding. Mr. Morales returned home as a staunch admirer of management-labor relations in this country. In spite of this, however, he confessed to a "bitter sadness" when he compared conditions in the United States with those of Latin America. Commenting on the long road to be traveled in this field among the Hemisphere republics, he stated that the managerial group should be given the opportunity "to face up to the new times" by observing the sensible practices of United States management.

Oscar Marroquin Rojas, Assistant Editor of La Hora: Mr. Marroquin wrote two articles of his travels, both highly laudatory. Mr. Marroquin, who was previously suspicious about the United States and held certain misunderstandings, is now a staunch admirer of this government and its people.

Santiago Broll, Jorge Ruano, Luis Aquilar, Basketball coaches: The help given these coaches was much appreciated by the Guatemalan Basketball Association. Certain newspaper articles about them attest to the good will generated by the visit. Since their return, Broll and Ruano have been giving a series of talks, illustrated with movies obtained at the Universities of San Francisco and California, in the gymnasium of the Universidad Popular, a night school for workers which has one of the best gymnasiums in Guatemala. These talks are weekly features and have been well attended by university students, the public and athletes in general. In addition, Mr. Broll has given three press interviews on his experiences in the United States. In summing up the benefits of the coaches' visit, Broll has stated that their experiences in the United States will help revolutionize Guatemalan athletics. Broll himself plans to implant new coaching systems in the schools for the Ministry of Education's Department of Physical Education, Ruano will do the same for the University of San Carlos, and Aquilar will concern himself with the Senior League teams of the local Basketball Association.

Dr. Alberto Viau, Doctors' Tour of Medical Facilities Using Nuclear Energy: Dr. Viau has described his visit as "extremely useful" and "just what I needed to keep up with developments". Shortly after his return to Guatemala, Dr. Viau was appointed Secretary of the Guatemalan National Committee for Nuclear Energy. This Committee, formally chartered last January, will have as its responsibility the investigation of all the peaceful uses of atomic energy which can be applied to Guatemala. Dr. Viau has informed the Embassy that he has persuaded the Guatemala Cancer League to invite a group of doctors from the University of Chicago to Guatemala. These doctors, whom Dr. Viau met during the tour, are all specialists

in the use of radio isotopes in the treatment of cancer and other diseases. While in Guatemala, they will stay at homes of Guatemalan doctors, inspect local hospital facilities and give lectures at the University of San Carlos.

Jorge Oliva, Director of Personal Savings for the Government's Instituto de Fomento de la Produccion: Mr. Oliva was highly successful in establishing rural savings banks immediately after his return home. Recently he obtained, through his Government, a mobile bank unit from the United States of the type he so admired during the Puerto Rican phase of his grant. This unit is already in operation in the poorer suburbs and towns in and around Guatemala City. Oliva has expressed delight with the public's reception to the mobile bank; it has surpassed his expectations because, as he claims, "the people of Guatemala have become more savings conscious than I realized". The present unit is regarded as a trial project and if the first year's operation is satisfactory, more units will be ordered for rural use. Impressed by the school and adult savings clubs he saw in the United States, Mr. Oliva has also recently founded a "banco es-colar" in the Escuela de Comercio, a large secondary school in Guatemala City. The "school bank" is open to all of Guatemala City's public school students and has attracted much favorable attention from the press. One editorialist has called it "the ideal in applied education" and "the right way to instill good habits".

TEACHERS

The 1955 teacher grantees from Guatemala included: Julio Santos y Santos, Roberto Corpeno, Letty Taracena de Pacheco, Guadalupe Santacruz, Maria Cristina Barrios, Victoria de Ordonez: This proved to be an exceptional group. Each member has been in contact with American officials and the grantee personnel of the American Cultural Center since return. The benefits they received from training in the United States seem to have been substantial. Three of the teachers are scheduled to lecture on United States education in a short course on American cultural history soon to be held at the Cultural Center. All are participating in an orientation program for the 1956 teacher groups. While much could be written about the present activities and future hopes of all these teachers, two are singled out for special mention. Sr. Santos, who is a teacher of English and commercial subjects, apparently proved to be a very effective public speaker and a real asset to the schools to which he was assigned in the United States. Before his return, the Superintendent of the Bloomfield, Iowa, School District wrote praising Santos' contribution to the local educational picture. Mr. Santos travelled widely in this and neighboring communities, speaking before parent-teachers' associations, students, and men's clubs. The information received while he was still in the United States was circulated locally. As a result, he became something of a hero to his home town of Mixco. On the day of his return to Guatemala, over half of the town's population was on hand at the airport to greet him. Mr. Santos was extremely interested in and impressed by his observations in Puerto Rico; he was grateful for the opportunity to attend the teachers' workshop held there. As with nearly all Latin American teachers, Mr. Santos believes Puerto Rico to have educational problems more in common with those of his own country.

Miss Maria Cristina Barrios learned much in the United States and has made several proposals to the Ministry of Education in her field of manual training and applied arts. Much in demand, she was offered a position by ICA in a recently established home economics school. This job she has declined, stating that she believes she can accomplish more by working with teachers in schools throughout the republic. At present she is chief of a department known in Spanish as "artes aplicados e industriales" and as such, has as her responsibility the supervision of applied art and manual training instruction in the nation's school system. Miss Barrios recently gave a summary of her impressions of America and her ideas on how to improve Guatemalan and United States Cultural Relations to El Imparcial, Guatemala's leading daily. She has urged the Guatemalan Government to supply its Washington Embassy with a cultural attache and to meet the great demand in the United States for further knowledge about Guatemala. [D-596, 4/5/56]

DEAN OF SCHOOL OF JOURNALISM ADVISES UNIVERSITIES IN EGYPT

Dr. Laurence R. Campbell, Dean of the School of Journalism, Florida State University, was in Egypt in early 1956, as a P.L. 402 specialist in Journalism. The purpose of his visit was to assist the teaching staff of the Department of Journalism of Cairo University with lectures, seminars and curriculum. Dr. Campbell met with the Head of the Department, Dr. Abdul Latif Hamza; senior lecturer, Dr. Ibrahim Imam, and Dean of the Faculty of Arts, Ezz El Din Farid. He gave a series of Monday evening lectures and four successive Saturday morning lectures. Dr. Campbell also met with other institutions in Egypt. Perhaps his greatest contribution was in the Faculty of Arts and Sciences and the Department of Journalism of the American University at Cairo. Here he participated in a number of lectures and consultation periods and addressed the entire student body. He also spoke before student groups at the American College in Maadi and the American College for Girls. In addition to his university activities, he visited Akhbar El Yom, a leading Cairo publishing house and the studios of the Egyptian State Broadcasting. He spent three days in Alexandria, where he spoke before the Press Club and the Lions' Club. He compiled extensive and valuable bibliographies on the subject of journalism for the Cultural Center and the American University Library, and for possible presentation to the libraries of the local universities and Akhbar El Yom. He also suggested which books seemed sufficiently useful for translation into Arabic. Dr. Campbell prepared a set of recommendations for the improvement of the journalism program at Cairo University. [D-993; 3/28/56]

BETWEEN THE ATLANTIC AND THE PACIFIC

Mr. Adolf Kimmig, Chief Editor of Offenburger Tageblatt, a daily newspaper in Offenburg, Germany has recently published a book entitled Between the Atlantic and the Pacific. Mr. Kimmig was in the United States under the Department's foreign leader program in 1953. This publication is a collection of 18 articles, beautifully illustrated, on his trip throughout the United States. His itinerary included New Orleans, Phoenix, Los Angeles, San Francisco, Salt Lake City, St. Louis, Winona, Cincinnati and New York.

[The publication and memo from Miss Robinson, 3/22/56]

LATIN AMERICANS REMINDED OF NORTH AMERICAN CULTURE

The recently concluded visit to Venezuela, El Salvador and Ecuador by Mr. Raymond Puccinelli, American painter and sculptor, resulted in substantial contributions to the educational exchange objectives. Mr. Puccinelli gave lectures in Caracas and Valencia in Venezuela. With the collaboration of the Division of Culture and Fine Arts of the Ministry of Education, he lectured in the School of Plastic and Applied Arts, and discussed his work and the life of a sculptor in the United States. In the National Library, Mr. Puccinelli lectured on "Contemporary American Art". He spoke over the national television station, Televisora Nacional. In addition, he talked to an enthusiastic audience in the Centro Venezolano Americano about modern American sculpture. In the nearby industrial city, he spoke at the Ateneo de Valencia. After Mr. Puccinelli's arrival in El Salvador, he lectured at the Club Athletico Occidental in Santa Ana, and at the Centro El Salvador-Estados Unidos. After the lectures, the audiences remained with Mr. Puccinelli, asking him questions and examining photographs of his sculptures. The traditional orientation of the people in El Salvador was evidenced by the fact that on several occasions, he was asked if he was really "American" and expressions of surprise and pleasure were made over the fact that a North American showed such artistic skill and talent.

In Ecuador, where his visit was reported in some forty newspapers, his exposition was sponsored by the Casa de la Cultura Ecuatoriana. It was held in the main salon of the Museo de Arte Colonial and made a very good showing. It received wide acclaim from Ecuadoran art groups, and was received especially hospitably by the Casa de la Cultura, which printed at its own expense the catalog of the showing. In Quito, Puccinelli lectured in Spanish on "Indigenous and Colonial North American Art". In Guayaquil, he exhibited his works to a highly appreciative audience. He also gave two public lectures in the salon of the School of Bellas Artes under the auspices of the Patronato de la Escuela Municipal de Bellas Artes and the Association of Fine Arts, Sciences and Letters.

[D-396, 3/1/56; D-611, 3/26/56; D-492, 4/26/56]

SHEIKHS OF AL AZHAR STUDY ENGLISH

In order to meet a heavy demand, an additional English class, the sixth, was recently established at the Cultural Center in Cairo. This class is the first to be organized for advanced students of English and is attended by older students and young teachers of Al Azhar University, the theological center of the Moslem world. It meets three times a week, and 32 students are enrolled. The total enrollment in the six English classes for Al Azhar sheikhs is now 170. The American instructors, for the most part Fulbright grantees, teach these classes in addition to their regular grant responsibilities. All have commented on the eager response of their students. The young religious leaders also enjoy invitations to American homes where small groups frequently gather for tea and conversation. Since no additional English teachers are available, almost one hundred additional Azharites are to participate in such classes, which are now on waiting lists. In order to meet the demand to the extent possible, the combined session of all six classes has not been thrown open to those on the waiting list. While this group will not learn much English from this single lesson a week, their interest will be kept alive by the films, both in English and in Arabic, on a variety of subjects about the United States. [D-991, 3/28/56]

RESEARCH SCHOLAR LECTURES ON AMERICAN DRAMA IN SWEDEN

Mr. Richard B. Vowles, Assistant Professor of English at the University of Florida, currently in Denmark as a research scholar under a grant authorized by P.L. 584, was recently invited to give two lectures in Sweden, one at Goteborg University, the other at the Swedish-American Association of Boras. In both instances, Professor Vowles discussed the present state of American drama. He maintained that while opportunities for young American dramatists are not too numerous, they are good; that there is a dearth of superior modern plays; that commercial needs of directors often result in changes in manuscripts which authors dislike; and that some American dramatists believe that Ibsen and Strindberg have unduly influenced American theater. He pointed out that drama in America is a relatively new art and that the play as a literary form has been considered by some to be inferior to the novel, and that this explains why adaptations from novels have frequently played on the American stage. His audience in Boras was restricted to members of the Association and their invited guests. The university lecture, under auspices of the Department of English, was open to the entire student body. Approximately 200 people were in attendance. A local newspaper, Goteborgs-Tidningen ran a biographical sketch of Professor Vowles, and the university lecture was reported in Goteborgs Handelsoch Sjofartstidning. [D-114, 3/22/56]

TEACHER GRANTEE ADAPTS UNITED STATES METHODS TO CUBAN SCHOOL LUNCH PROGRAM

Dr. Ursula Beltran, 1954 Cuban teacher grantee and Principal of an elementary school in Havana, has been instrumental in incorporating United States methods into the recently established public school lunch program. Shortly after her return from the United States, Dr. Beltran made a report on her educational exchange experiences to Dr. Evelio Penton, Under-secretary of Education, and within a few weeks she was assigned by Dr. Penton as technical consultant to the National Organization of School and Popular Lunchrooms, a branch of the Cuban Ministry of Education. At the time, while one school lunch room had been set up, plans for the program were still in the formative stage. With her United States experience fresh in mind, Dr. Beltran soon had the program on a solid basis. She suggested a central kitchen to prepare hot lunches for the several schools within a district with especially designed trucks to deliver the food rapidly. She also advised on budgeting; sent to the United States for typical school lunch menus, some of which were soon copied, and introduced, the use of division trays for the first time in Cuba. Besides stressing the importance of a varied diet, she has made salad a "must" at lunch time. The children were unaccustomed to salads and at first rebelled; some even wrapped the salad in a napkin and later disposed of it in trash cans. But the salads are now disappearing in the acceptable way, and new eating habits are being built up. The lunch program is for public school children, usually from the lower income families and a modest charge of five cents per lunch is made. Results of the program have been an improved nutritional condition and a notable increase in weight among the children tested. A lessening of anemia has also been found, and teachers report that the students are more spirited and in better physical condition to study. In the past year, the number of school lunchrooms in Cuba has grown to 18, serving approximately 1,700 students. In all of these, Dr. Beltran has used her American training and experience and has received help from her American friends and colleagues. [D-642, 3/6/56]

AMERICAN LECTURER PARTICIPATES IN CULTURAL PROGRAM IN JAPAN

In the Music Educators Journal of January 1956, Irving Cheyette, Professor of Music Education at Syracuse University, who was a Fulbright lecturer at the Tokyo University reports the following in "A Letter from Tokyo":

"The Fulbright Commission, in conjunction with the United States Information Service, sponsors a series of lecture tours for Fulbrighters while here in Japan. While the University Orchestra was on tour, I took the opportunity to volunteer for a lecture tour to American Cultural Centers in...Kyoto, Osaka, Kobe, Hiroshima, Fukuoka, and Kokura, lecturing on such subjects as 'History of Music Education in America'; 'The Arts in Community Life'; 'American Music'; 'Methods of Teaching Music'. My audiences ranged from lay people belonging to music lovers clubs, to specialized groups of music critics, music teachers, and school students. In addition there were music appreciation lectures with recorded music of American composers or American performers. The enthusiasm of the Japanese for Western music has to be experienced to be understood. They have a tremendous intellectual curiosity, and are the quietest audience I have ever seen. However, their applause is seldom vociferous, but again this may be due to innate restraint in everything they do...".
[D-154, 3/8/56]

AMERICAN LECTURER BOOSTS AMERICAN STUDIES IN CUBA

Dr. James Paul Stoakes, Professor of English at the Florida State University is soon to complete his stay in Cuba as a P.L.402 lecturer grantee. He has been located at the Universidad de Oriente in Santiago, as a lecturer in American language and literature. As a result of recommendations made by Dr. Stoakes, two significant changes in the American Studies program were recently made. First, the course in linguistics, formerly concentrated in a single semester, has been expanded to two semesters. This change makes possible a much more thorough and scientific study of language in general and particularly of English. Second, the schedule of five one-semester courses in literature has been modified. Formerly each one-semester course attempted to survey chronologically-parallel periods of both English and American literature, resulting in a needless dispersal of interest and a slighting of American literature. Accordingly, at Dr. Stoakes' suggestion, the first course is now an introduction to literature, and the other four courses are divided equally, two to English literature and two to American literature. Due to Dr. Stoakes efforts, the university library has been so strengthened that it has probably the best collection of American language and language-teaching materials in Cuba. In addition, after months of assembling information, making plans and specifications, and exploring costs, he has pushed the establishment of a modern language laboratory in the university from the possible to the probable stage. Quite apart from Dr. Stoakes' grant responsibilities as a lecturer at the University, he has set up and continued to teach some five classes in English at the American Cultural Center. The classes are limited to fifteen adults each and the demand continues. There is at present a waiting list of nearly one hundred. [Grantee Report, March, 1956]

## AMERICAN LECTURER CORRECTS MISCONCEPTIONS IN CHILE

Mr. Kenneth Wilson Davidson has recently completed his stay at the Universidad de Concepcion in Chile where he lectured in the field of health and physical education. In reporting on his exchange experiences, he stated that his most important contribution was:

> "...by practical demonstration. In the field of coaching and lecturing to coaches it is indispensable to prove that one's methods are better and produce a better end product. Therefore, one must compete with the local coaches, and do better than they... There is the mistaken idea that the person from the U.S. generally comes to Chile to 'get' something, and then leaves. When one is able to contribute something to the culture of a community, it cannot be put in the above category. All grantees automatically make this contribution, and clear up this misconception, which naturally creates more goodwill toward the U.S., and it's institutions...".

Davidson was warmly received in Chile and his activities were widely reported in the local newspapers, including El Diario Ilustrado, El Mercurio, Cronica and El Sur. Immediately prior to his leaving Chile in March, he was featured in a two-page roto-gravure article entitled, "Adios Gringo".

/Grantee Report, March, 1956/

* * * *

## EVALUATION STUDIES IN PROGRESS

STUDENT ORIENTATION IN UNIVERSITY CENTERS: The purpose of this study is to evaluate the effectiveness of student orientation. It has progressed through two major phases and a progress report has recently been prepared. This interim report summarizes the reactions of a group of students who attended the Orientation Centers in the summer of 1955, and compares their reactions with those of a group of students who did not receive orientation. The third and final phase of the study is now in progress and a final report is expected in the fall.

## BIBLIOGRAPHY

The Pitiful and the Proud, Carl T. Rowan, Random House, 1956.

This reporter for the Minneapolis Tribune tells of his visit to India, Indonesia, and other areas of Southeast Asia under the International Educational Exchange Program in 1954. A review in The New Yorker states: "...as he tells us what he saw and did and said, it becomes clear that rarely in recent years has our government been inspired to send into that troubled and rancorous world so cool, so resilient, so modest, and, above all, so candid an interpreter of the faults and virtues of American democracy--or, what is no less important, one so successful in conveying to us the faults and virtues of the East".

"Student Exchange and International Understanding", John D. Rockefeller, 3rd, News Bulletin, Institute of International Education, April, 1956.

From an address at a dinner given by the Institute of International Education, December 14, 1955, Houston, Texas. Mr. Rockefeller states that "the criteria of the success of the student exchange program lie in the answer to three specific questions: did the student get what he wanted in his chosen field; did he acquire an appreciation of a foreign culture; and, did he leave in the host country a better understanding and appreciation of his own culture?" Mr. Rockefeller goes on to discuss the questions in terms of his own experience in Japan.

"Attitudes and Adjustment in Cross-Cultural Contact: Recent Studies of Foreign Students", The Journal of Social Issues, Volume XII, No. 1, 1956.

This relatively new quarterly, which is published by a division of the American Psychological Association, devotes the entire issue to recent cross-cultural research. Edited by Dr. M. Brewster Smith of the staff of the Social Science Research Council, the current number includes the following papers: "Cross-Cultural Education as a Research Area"; M. Brewster Smith; "The Adjustment of Scandinavian Students", William H. Sewell and Oluf M. Davidsen; "National Status and Attitudes of Foreign Students", Richard T. Morris; "Factors Associated with the Development of Cross-Cultural Social Interaction", Rose K. Goldsen, Edward A. Suchman, and Robin M. Williams, Jr.; "The Effects of Situational Factors on Personal Interaction between Foreign Students and Americans", Claire Selltiz, Anna Lee Hopson and Stuart W. Cook; "Comments", David G. Mandelbaum; "Comments", Bernard J. Siegel and "A Perspective for Further Research on Cross-Cultural Education", M. Brewster Smith.

June 27, 1956

Mr. James A. Donovan, Jr.
Chief, Leaders Division
International Educational Exchange Service
Department of State
Washington, D. C. Ref: IES

Dear Mr. Donovan:

I enjoyed the back copies of the International Educational Exchange Digest, and hope you will continue to send them to me in the future.

Suggestion: An inside sheet, near the beginning of each, listing the names and countries of the persons whose experiences and comments are therein given.

Sincerely,

George S. Mitchell
Executive Director

GSM/eab

ADDRESS OFFICIAL COMMUNICATIONS TO
THE SECRETARY OF STATE
WASHINGTON 25, D. C.

DEPARTMENT OF STATE
WASHINGTON

In reply refer to
IES

RECEIVED JUN 6 1956

May 31, 1956

Dear Mr. Mitchell:

We are enclosing copies of the December 1955 and the January, February, March, and April 1956 issues of the International Educational Exchange Digest which contain information regarding many persons who have participated in the Department's exchange program. It is believed that you will be especially interested in reading about the foreign leaders, some of whom may have visited your community. If you know of others who have assisted or entertained any of these visitors, you might like to see that they receive copies.

Inasmuch as we hope to send these Digests to you regularly we would appreciate receiving your reactions.

Sincerely yours,

James A. Donovan jr.

James A. Donovan, jr.
Chief
Leaders Division
International Educational Exchange Service

Enclosure:
Copies of five
Digests.

Mr. George S. Mitchell,
Executive Director,
Southern Regional Council,
62 Auburn Avenue, N.E.,
Atlanta, Georgia.

Dear Mr Donovan,

I enjoyed the back copies of the International Educational Exchange Digest, and hope you will continue to send them to me in the future.

Suggestion: An inside sheet, near the beginning of each, listing the names ~~xfxixxxpex~~ and coutries of the persons whose experiences and comments are therein given.

Sincerely,

ADDRESS OFFICIAL COMMUNICATIONS TO
THE SECRETARY OF STATE
WASHINGTON 25, D. C.

File: Conference on Equal Employment

**DEPARTMENT OF STATE**
**WASHINGTON**

Republic 7-5600
X 2318

write Albert

August 31, 1961

Dear Mrs. Albright:

A copy of the press release concerning the Conference on Equal Employment Opportunity is enclosed in reply to your letter of August 24.

Sincerely yours,

Herman Pollack

Dr. Albert Dent
Dillard

Herman Pollack
Deputy Assistant Secretary for Personnel

Enclosure:

Press Release

Mrs. Ed. A. Albright,
Administrative Secretary, Research,
Southern Regional Council, Inc.,
5 Forsyth Street, N. W.
Atlanta 3, Georgia.

DEPARTMENT OF STATE

AUGUST 18, 1961 FOR THE PRESS NO. 579

REPORT ON THE CONFERENCE ON EQUALITY OF EMPLOYMENT OPPORTUNITY, UNITED STATES STATE DEPARTMENT, AUGUST 16, 1961

"We are determined to do everything that we can to insure that discrimination is not practiced in the State Department, and that we open up the channels of opportunity to all of our American citizens."

These were the words of Secretary of State Dean Rusk Wednesday, August 16, as he addressed about 50 Negro leaders and officials of human relations organizations. Rusk had invited them to Washington to help the State Department launch a campaign to recruit more qualified minority group personnel.

Rusk told the group that both President Kennedy and he believe strongly that American personnel overseas ought to be representative of all the American people, and that is not yet the case to the extent that we would like it to be."

He said that one reason the Department is seeking bright young Negroes to take the Foreign Service examination and competent, experienced Negroes for appointment to middle and high-level jobs is that the Department is faced with a serious shortage of talent.

But the State Department also has a "selfish interest" in seeking more qualified Negroes, Rusk said. He explained:

"The biggest single burden that we carry on our backs in our foreign relations in the 1960s is the problem of racial discrimination here at home. There is just no question about it.

"We are dealing with forty or fifty new countries that have become independent since 1945, and we are living through a decade of readjustment of the relationships between Western Europe and the rest of the world--a decade when the white race and the non-white races have got to re-examine and readjust their traditional relationships.

"Our attitude on a question of this sort is of fundamental importance to the success of the foreign policy of the United States."

Rusk said Americans must work zealously to remove the burden of racial discrimination and that "one of the first things we must do is ensure that our own Department and our own Foreign Service prove themselves on this point."

To point up the magnitude of the problem, Herman Pollack, Deputy Assistant Secretary of State for Personnel, pointed out that the Department has 4,570 civil service employees of whom 1,064 are Negroes.

However, he said, 85 per cent of the Negroes are in the bottom ranks (GS 5 or lower), earning $5,830 or less. The highest ranking Negro civil service employee was a GS 13 (in the $10,000 to $12,000 pay bracket).

The top

The top civil service bracket is GS 18 with annual pay of $18,500.

Pollack also said that estimates based on a "head count" indicated that of 3,732 Foreign Service officers, 17 are Negroes; of 1,140 Foreign Service Reserve officers, 3 are Negroes, and of 3,527 members of the Foreign Service Staff (secretarial and clerical), 38 are Negroes.

Pollack pointed out that past racial discrimination is not the sole cause of the paucity of Negroes in the professional services of the Department.

He said that of 59 students from predominantly Negro colleges who took the Foreign Service Exam in December 1959, not one passed. The examination is given and scored without knowledge of the race of the examinee.

Administrators of the predominantly Negro collgeges were asked to help determine whether the top-ranking Negro students have been shunning the examination, or whether there are steps the colleges should take to better prepare their students for such examinations.

Speaking for conference participants, Dr. Jerome Holland, President of Hampton University, praised the Department for calling the conference. He said it was "a laudable effort" to make real progress against a serious problem.

After day-long discussions, the conferees made these recommendations to the Department:

1. Launch a campaign to make it known that qualified Negroes are wanted.

2. Appoint Negroes to "high level policy positions" in the Department so as to inspire bright Negro youngsters to train for work in the field of foreign affairs.

3. Use Negroes as recruiters, both at predominantly-Negro and at integrated colleges.

4. Immediately place more qualified Negroes in middle and high-level posts by making Foreign Service Reserve appointments.

5. Survey the great number of Negroes now clustered in the lower ranks so as to determine which, if any, are deserving of immediate promotion.

6. Survey Negro Foreign Service Reserve appointees now working in State and such related agencies as the United States Information Agency and the International Cooperation Administration (ICA) to see if some merit lateral transfer into the Foreign Service.

7. Do not compromise with quality or make any special concessions of competence as a favor to Negroes, but the examination procedure ought to be investigated to determine whether it automatically excludes categories of persons who are potentially valuable Foreign Service officers.

8. That

8. That predominantly-Negro colleges be advised as to any special courses or curriculum materials that might better prepare students for Foreign Service careers.

9. That Negro youngsters be included in the summer student trainee program of the Department.

Roger Jones, Deputy Under Secretary for Administration, pledged the Department's immediate and enthusiastic attention to the recommendations.

"We must not let the momentum engendered here today fade away," he said.

Jones asked the following persons to serve on a liaison committee to continue contact between the Department and the conferees, and to make periodic assessments of the Department's progress: Dr. Holland; Dr. Albert Dent, President of Dillard University, New Orelans; Dr. Kenneth Clarke, Department of Psychology, City College of New York, and Dr. John A. Davis, Executive Director, American Society of African Culture.

Carl T. Rowan, former Minneapolis newspaperman and now Deputy Assistant Secretary of State for Public Affairs, was moderator of the session at which the conferees made their recommendations.

The conference was arranged by Richard K. Fox, Special Assistant to the Deputy Assistant Secretary for Personnel. Mr. Fox, former assistant director of the Minnesota State FEPC, is devoting much of his time to helping the Department reach the personnel goals outlined by Secretary Rusk.

The following persons also participated in the conference:

Dr. William Trent
Executive Director, United Negro College Fund

John H. Johnson, Publisher,
Ebony and Jet Magazines

Whitney Young, Executive Director - Designate,
National Urgan League

Dr. Jesse R. Otis,
Division of Social Sciences, Tuskegee University

Dr. Stephen J. Wright, President,
Fisk University

Miss Dorothy Height, President,
National Council of Negro Woman

A. Philip Randolph, Chairman,
National Negro Labor Council

John Sengstacke, President,
National Negro Publishers Association,
Publisher, Chicago Defender

George Culberson

George Culberson, President,
National Association of Intergroup Relations Officials

Saal Lesser, Executive Director,
Encampment for Citizenship

Dr. Clarence Senior,
New York

Dr. Jeanne Noble, President,
Delta Sigma Theta Sorority

Dr. H. O'Hara Lanier,
Phelps-Stokes Fund

Dr. Benjamin Mays, President,
Morehouse, College

Jackie Robinson, Vice President,
Chock Full O'Nuts

Reverend J. Oscar Lee, Executive Director,
Department of Racial and Cultural Relations,
National Council of Churches

Dr. Charles H. Thompson, Dean, Graduate School,
Howard University

Dr. James M. Nabrit, Jr., President,
Howard University

Dr. Martin Jenkins, President,
Morgan State College

Dr. Marvin Wachman, President,
Lincoln University,
Lincoln, Pennsylvania

Harold Flemming, Executive Vice President,
Potomac Institute

Dr. Charles B. Goodlett,
San Francisco 15, California

Dr. Charles Wesley, President,
Central State College,
Wilberforce, Ohio

Dr. John W. Davis,
Oak Bluffs, Massachusetts

Dr. Rufus E. Clement, President,
Atlanta University

Cliff MacKay, Editor,
Afro-American Newspapers

C. Roger Wilson

C. Roger Wilson, Grand Polemarch,
Kappa Alpha Psi Fraternity

I. Gregory Newton, Grand Basileus,
Omega Psi Phi Fraternity

Dr. William H. Hale, President,
Alpha Phi Alpha Fraternity

James Hicks, Editor,
New York Amsterdam News

Howard B. Woods, Executive Editor,
St. Louis Argus

Mrs. Anna A. Hedgeman, Consultant,
Division of Higher Education,
Congregational and Christian Churches

Mrs. Rosa Gragg, President,
National Association of Colored Women's Clubs

Miss Francisca Bou, Assistant Director,
Migration Division,
Department of Labor, Commonwealth of Puerto Rico

Lindsay H. White, Associate Director,
Crossroads Africa

* * *

ADDRESS OFFICIAL COMMUNICATIONS TO
THE SECRETARY OF STATE
WASHINGTON 25, D. C.

# DEPARTMENT OF STATE
WASHINGTON

December 18, 1957

Dear Mr. Fleming:

I want you to know how grateful I am to you for taking time out, together with Dave Warner on the occasion of my recent visit to Atlanta. Your comments were most valuable to me and helpful in clearing my thinking about attitudes on Integration and International Affairs.

I hope that you will call on me when I can be of assistance to you here in Washington.

Meantime, my best wishes to you and yours for a happy Christmas season.

Sincerely yours,

John P. Meagher

John P. Meagher
Chief
Public Services Division

Mr. Harold Fleming,
Director, Southern Regional Council,
63 Auburn Avenue, N.E.,
Atlanta 3, Georgia.

ADDRESS OFFICIAL COMMUNICATIONS TO
THE SECRETARY OF STATE
WASHINGTON 25, D. C.

DEPARTMENT OF STATE
WASHINGTON

In reply refer to
IES

May 6, 1958

Dear Emory:

It was nice hearing from you in your letter dated May 2. I'm sorry we didn't have a chance to get together and I hope we have better luck next time.

We appreciate very much all the help you give our Program.

I'll be interested in seeing the materials you are sending.

Regards to Margaret,

Sincerely yours,

Lyne

Lyne S. Few
Chief, Foreign Leaders Branch
International Educational Exchange Service

Mr. Emory F. Via, Labor Consultant,
Southern Regional Council, Inc.,
63 Auburn Avenue, N.E., Room 432,
Atlanta 3, Georgia.

See Govt. State Dept. Form March - Jan. 23, 1964

DEPARTMENT OF STATE
WASHINGTON

January 6, 1964

Dear Dr. Dunbar:

The foreign policy of the United States is becoming increasingly the concern of every citizen; and we in the Department of State are daily made aware of the change that is occurring. In the flow of letters from the public (about 10,000 a month), in the requests for speakers (more than 3,000 last year), in the desire of organizations and local communities to sponsor foreign policy study programs, we find some indication of the increased public interest.

As you know, the Office of Public Services is a point of contact with the Department of State for those national organizations interested in foreign policy matters. More and more organizations are developing foreign policy information channels for their members and initiating discussion at the local level. In order that we may cooperate with you and your associates more effectively, we need to learn more about the current interests and programs of your organization. It is for this reason that we have prepared the blank which is enclosed with this letter.

We hope it will be possible for you to supply the requested information. We feel certain that with this up-dated information in our files we will be able to fill your requests more rapidly.

Sincerely yours,

W C McPherson

Walter C. McPherson
Liaison Officer
Office of Public Services

Enclosures:

1. Organization Information Sheet.
2. Functions of the Office of Public Services.

Dr. Leslie Dunbar, Executive Director,
Southern Regional Council,
63 Auburn Avenue, N. W.,
Atlanta 3, Georgia.

Ja 3-1581
344-3372

DEPARTMENT OF STATE
OFFICE OF PUBLIC SERVICES
BUREAU OF PUBLIC AFFAIRS

Among other services, this office maintains liaison with nongovernmental organizations, and organizes national and regional foreign policy conferences, community meetings on foreign policy, and other briefings for nongovernmental organizations, news media and the general public; arranges speaking engagements for officers of the Department and the Foreign Service, and answers mail from the general public.

Eugene V. McAuliffe, Director, telephone DUdley 3-3993

For future contacts with the Department the following description of functions and listing of officers may be useful:

## Organization Liaison

1. Serves as central point of contact for nongovernmental organizations in providing information and services from the Department.
2. Maintains liaison with nongovernmental organizations.
3. Assists organization leaders at the national and local level.
4. Attends meetings and conventions of nongovernmental organizations.
5. Arranges consultations and briefings for organization leaders with officials of other areas of the Department.
6. Keeps Department officials informed of organization positions on foreign policy issues.

Harry W. Seamans, Chief, telephone DUdley 3-5407
Mrs. Jean D. Lightfoot, Liaison Officer, telephone DUdley 3-4692
Walter C. McPherson, Liaison Officer, telephone DUdley 3-8596
John W. Piercey, Liaison Officer, telephone DUdley 3-4854

## Conferences and Speaking Arrangements

1. Organizes national and regional foreign policy conferences and community meetings on foreign policy for nongovernmental organizations, news media and the general public.
2. Arranges speaking engagements on request from organizations, for Department and Foreign Service Officers.
3. Arranges briefings in the Department for educational, civic and other groups.

Miss Marjorie Philbrick, Chief, telephone DUdley 3-5766
Miss June Robinson, Conference Officer, telephone DUdley 3-8124
Mrs. Katherine H. Mayberry, Speaking Arrangements Officer, telephone DUdley 3-5657
_____, Information Officer, Community Meetings on Foreign Policy, telephone DUdley 3-5765

## Public Correspondence

Answers correspondence from the general public on U.S. foreign policy.

Arthur J. Waterman, Jr., Chief, telephone DUdley 3-3914

File: U.S. Govt. Dept. of State

April 24, 1964

The Honorable Dean Rusk
Secretary of State
U. S. Department of State
Washington 25, D. C.

My dear Secretary Rusk:

I am very grateful to you for inviting me to attend the National Foreign Policy Conference for representatives of non-governmental organizations. I, unfortunately, have a speaking engagement which will prevent me from coming.

We would like very much for the Council staff to have the benefit of attendance, if that is still possible. To this end we would like to propose the name of Mr. Benjamin Muse, one of our senior staff members. Mr. Muse is a former Foreign Service officer and a former Virginia legislator. Before joining our staff he was a regular columnist for the Washington Post, and has written widely in the periodicals. His most recently completed assignment with us has been the writing of a ten-year political history of the South's reaction to the Supreme Court decision of 1954; this book, titled Ten Years of Prelude, will be published by Viking Press on May 16, and has already received highly favorable advance notices.

Mr. Muse would be able to attend, and I am sure would bring much to the Conference.

With best personal regards,

Sincerely yours,

Leslie W. Dunbar

Executive Director

LWD/mmj

# REGISTRATION CARD

## NATIONAL FOREIGN POLICY CONFERENCE

for Non-Governmental Organizations

The Department of State May 19 and 20, 1964

NAME _____

please print last name first

ORGANIZATION _____

CITY _____ STATE _____

I will.....will not.....attend the National Foreign Policy Conference
Tuesday and Wednesday, May 19 and 20

PLEASE RETURN THIS SELF-ADDRESSED CARD PROMPTLY

OFFICE OF PUBLIC SERVICES
U.S. DEPARTMENT OF STATE
WASHINGTON , D.C. 20520

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF STATE

To: Director
Office of Public Services
Room 5829
U.S. Department of State
Washington, D.C. 20520

THE SECRETARY OF STATE

WASHINGTON

April 17, 1964

Dear Mr. Dunbar:

It is a pleasure to invite you to attend the National Foreign Policy Conference for representatives of nongovernmental organizations, which will be held in the Department of State on May 19 and 20.

These meetings help to promote public understanding of foreign policy issues. My associates and I value them also as an opportunity to learn of your views and the current activities of your organization toward this important end.

Detailed information about the program and arrangements will be sent to you soon. I sincerely hope that you will be able to attend the conference.

Sincerely yours,

Dean Rusk

Dean Rusk

Enclosure:

Registration Card.

Mr. Leslie W. Dunbar, Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

file

DEPARTMENT OF STATE
AGENCY FOR INTERNATIONAL DEVELOPMENT

MEETING OF PROJECT DIRECTORS OF A.I.D. GLOBAL CONTRACTS
AND PRIVATE CONSULTANTS IN AREAS OF COMMON INTEREST

Tuesday Morning - May 26, 1964
Room 5514 - New State Building
Washington, D. C.

AGENDA

Chairman - Frank M. Sahlman, MR/ICD

9:30 - 10:05 - Five minute statements by each contract project director on an outline of the major provisions of their contract

- Thomas Bradley, National League of Insured Savings and Loan Associations
- Clarence W. Murphy, Credit Union National Association
- Darwin W. Bremer, Cooperative League of the USA
- John M. Eklund, National Farmers Union
- Byron L. Johnson, FCH Company, Inc.
- Thomas M. Venables, National Rural Electric Cooperative Association
- Adlowe L. Larson, International Cooperative Training Center

10:05 - 11:20 - Fifteen minute statements by representatives of consultant firms on features of their studies by type, nature and location that would lend themselves to service by the contract organizations.

FIRMS INVITED

- Robert Nathan, President - Robert Nathan and Associates (or representative)
- William Krebs, Vice President - Arthur D. Little and Company (or representative)
- Paul Porter, President - Porter International Company (or representative)
- Edward Tenenbaum, President - Continental Allied Company (or representative)
- Sol Chafkin, Vice President, Industrial Division - Checchi and Company (or representative)

11:20 - 12:15 - General discussion

12:15 - 1:15 - Adjourn for lunch

ADDRESS OFFICIAL COMMUNICATIONS TO
THE SECRETARY OF STATE
WASHINGTON 25, D. C.

Rec'd 12/18/64

# DEPARTMENT OF STATE

WASHINGTON

December 16, 1964

Dear Dr. Dunbar:

A concise summary of the services available through the Bureau of Public Affairs has been issued recently and a copy is attached to this letter. We shall be glad to furnish additional copies upon request.

The Organization Liaison Division serves as your point of contact for Department information. Please don't hesitate to call upon us if we can be of service.

We hope you will reserve March 16-17 for the 1965 Department Conference for Nongovernmental Organizations. Formal invitations will be extended at a later date.

We are always interested in the views of your organization on international affairs and trust you will feel free to keep us abreast of your thinking on these matters through personal contacts and mailing to us your official statements.

May we take this opportunity to express our wishes for a Happy Holiday Season!

Sincerely yours,

Harry W. Seamans

Harry W. Seamans
Chief, Organization Liaison Division
Office of Public Services

Enclosure:

Summary.

Dr. Leslie W. Dunbar,
Executive Director,
Southern Regional Council, Inc.,
5 Forsyth Street, N.W.,
Room 201,
Atlanta, Georgia 30303.

Do you know about these State Department services?

The Bureau of Public Affairs, U.S. Department of State (Washington, D.C. 20520) provides, upon request, programs, services and materials to nongovernmental organizations:

The Office of Public Services, through its Conferences and Speaking Arrangements Division

- responds to requests for Department or Foreign Service Officers to speak on foreign policy at local programs. Requests should be directed to the Speaking Arrangements Officer.

- schedules Community Meetings on Foreign Policy. Under this program, a team of Department or Foreign Service Officers spends a week or ten days participating in meetings requested and sponsored by one or more local groups for their entire community. Usually the team spends only one day in each community for the Community Meeting and related speaking or media engagements. Local arrangements and local expenses are the responsibility of the sponsoring groups; inquiries may be directed to the Information Officer, Community Meetings on Foreign Policy.

- plans Regional Foreign Policy Conferences. On the invitation of one or more major groups, the Department of State co-sponsors regional foreign policy conferences in their city. Senior officers of the Department and related agencies participate in these one-day conferences. The schedule for 1965, which will open in Dallas, is complete. The schedule for 1966 is now being developed. Information may be obtained from the Chief, Conferences and Speaking Arrangements Division.

The Office of Public Services, through its Organization Liaison Division, maintains liaison with U.S. nongovernmental organizations, and serves as contact point in the Department for organizations interested in obtaining foreign policy information, arranging consultations for organization leaders with officials of the Department, and assists in planning programs using Department publications or speakers.

The Office of Media Services publishes informational material on foreign policy. Upon request, that Office will be glad to place on its mailing list to receive sample copies of Department of State publications those national and local nongovernmental organizations in a position to disseminate this information to the general public. Subject to stock limitations, small quantities of selected publications can be provided for special meetings, seminars, or study programs. Additional quantities of publications which carry a price line may be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (Discount of 25% on orders of 100 or more copies of any one publication mailed to the same address.)

Selected Lists of Department Publications for 1962, 1963, and 1964 are available.

The Office of Media Services also has available a limited supply of posters (sets of 10) presenting factual information about United States foreign trade, and two-color posters (sets of 6) on the theme of "Five Goals of U.S. Foreign Policy".

The Office of Media Services also offers the services of a small film library. Films may be borrowed by organizations, schools, clubs and other users for group showings without cost except for return postage. Requests should be directed to the Films Officer.

The newest film, available in greatest quantity, is "Quiet Battle", a half-hour color motion picture filmed in Greece, Taiwan and Pakistan, and devoted to the U.S. AID programs in those countries.

Lists and descriptions of the other films available may be obtained from the same office.

*Office of Public Services*
*Bureau of Public Affairs*
*U.S. Department of State*
*Washington, D.C. 20520*

**DEPARTMENT OF STATE**
BUREAU OF PUBLIC AFFAIRS
OFFICE OF MEDIA SERVICES

## OUTLINE OF CLASSES OF PUBLIC INFORMATIONAL MATERIALS AVAILABLE FROM THE OFFICE OF MEDIA SERVICES

Please complete and return this Outline indicating the types of informational materials which you require for your work in international affairs. This Outline will serve as a guide to the Department of State for the distribution of informational materials to you or your organization.

---

OFFICE OF MEDIA SERVICES
Department of State
Washington, D. C., 20520

Date _____

As issued, please send sample copies of informational materials indicated below:

- ☐ The African area
- ☐ The Near Eastern and South Asian area
- ☐ The Far Eastern area
- ☐ The European area
- ☐ The Inter-American area
- ☐ Economic policy, international trade, etc.
- ☐ Cultural activities, including educational exchange
- ☐ Collective security (NATO, SEATO, etc.)
- ☐ The Department of State and the Foreign Service
- ☐ The United Nations and Specialized Agencies

(Note: Informational materials on foreign assistance are available from the Public Affairs Division, Information Staff, Agency for International Development, Washington, D. C., 20523. Informational materials on arms control and disarmament are available from the Public Affairs Office, U.S. Arms Control and Disarmament Agency, Washington, D. C., 20451.)

Send to:

Organization _____

Name _____

Address _____

_____
*(City)* *(State)* *(Zip Code)*

Proposed uses:

Signature: _____

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Please notify the Office of Media Services promptly of any change in your address.

Publications which carry price lines may be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington, D. C., 20402. There is a 25 percent discount on orders for 100 or more copies of any one publication mailed to the same address. Remittances, payable to the Superintendent of Documents, should accompany orders.

Price lists of available government publications are issued free periodically by the Superintendent of Documents, Government Printing Office, Washington, D. C., 20402.

For information on subscriptions to Department of State periodicals see the reverse of this form.

M-287
10-63

N

## PERIODICALS

The following periodicals are available on subscription from the Superintendent of Documents, Government Printing Office, Washington, D. C., 20402. A 25 percent discount is allowed on 100 or more subscriptions sent to the same address.

FOREIGN POLICY BRIEFS

Published fortnightly. A summary based on U. S. Government statements, reports, and documents compiled as an aid to wider public understanding of foreign policy developments for use with or without reference.
26 issues, $1.25.

DEPARTMENT OF STATE BULLETIN

Published weekly. Includes selected press releases on foreign policy, issued by the White House and the Department, statements and addresses by the President and the Secretary of State and other officers of the Department, as well as special articles on international affairs and the functions of the Department. Information is included concerning treaties and international agreements to which the United States is or may become a party and treaties of general interest.
52 issues, $10.00; single copy, 30 cents.

GPO 880-571

Rec'd 2/23/65

DEPARTMENT OF STATE
WASHINGTON

February 20, 1965

Dear Conference Guest:

You will find enclosed the provisional program for the Department's National Foreign Policy Conference for Non-governmental Organizations, to be held in the Department of State on March 16 and 17. If you have not already done so before now, I would appreciate your letting me know as soon as possible whether you plan to attend.

Registration will begin at 8:15 a.m., Tuesday, March 16 in the lobby of the International Conference Room (nearest entrance--C Street between 21st and 23rd Streets, N.W.). You will receive your accreditation card and other materials at that time. The card will be essential for entering and leaving all conference sessions. We hope that you will plan to complete your registration by 9:10 a.m. in order that we may start on schedule.

The Washington hotel list enclosed may be helpful in arranging your reservations.

We are looking forward to your joining us for the conference.

Sincerely yours,

John Evarts Horner

John Evarts Horner
Director
Office of Public Services

Enclosures:
1. Provisional program.
2. Washington hotel list.

PROVISIONAL PROGRAM

NATIONAL CONFERENCE FOR
NONGOVERNMENTAL ORGANIZATIONS

International Conference Room
U.S. Department of State
March 16-17, 1965

Tuesday morning, March 16

Registration - 8:15 a.m. - Lobby of the International Conference Room (Entrance C Street at 22nd Street, N.W.)

Moderator - James L. Greenfield, Assistant Secretary of State for Public Affairs

| | |
|---|---|
| 9:10 a.m. | Convene |
| 9:15 a.m. | Our Public Affairs Concerns<br>James L. Greenfield, Assistant Secretary of State for Public Affairs |
| 9:35 a.m. | Responsibilities of a Global Power<br>George W. Ball, Under Secretary of State |
| 10:15 a.m. | Break |
| 10:30 a.m. | Disarmament<br>Adrian S. Fisher, Deputy Director, U.S. Arms Control and Disarmament Agency |
| 11:15 a.m. | Developments in the United Nations<br>Adlai E. Stevenson, U.S. Representative to the United Nations |
| 12:00 noon | Luncheon |

Tuesday afternoon, March 16

2:00 - 4:00 p.m. Round Table Sessions

Latin America

Anthony M. Solomon, Deputy Assistant Secretary of State for Inter-American Affairs

Tuesday afternoon, March 16 (contd.)

2:00 - 4:00 p.m. Round Table Sessions (contd.)

New Trends in Communism

Allen S. Whiting, Director, Office of Research and Analysis for Far East
and
Helmut Sonnenfeldt, Chief, Bloc International Political Activities Division, Office of Research and Analysis for Soviet Bloc

The Far East

William Bundy, Assistant Secretary of State for Far Eastern Affairs

Africa Today

J. Wayne Fredericks, Deputy Assistant Secretary of State for African Affairs

The Atlantic Community

J. Robert Schaetzel, Deputy Assistant Secretary of State for Atlantic Affairs

Foreign Aid

Bartlett Harvey, Acting Assistant Administrator for Program, Agency for International Development

4:20 p.m. Reconvene - International Conference Room

Moderator - Katie Louchheim, Deputy Assistant Secretary of State for Community Advisory Services

Address by: HUBERT H. HUMPHREY
VICE PRESIDENT OF THE UNITED STATES

5:30 - 7:30 p.m. Reception by the Secretary of State (Eighth Floor)

Wednesday morning, March 17

9:30 a.m. Reconvene - International Conference Room

Moderator - Charlotte Moton Hubbard, Deputy Assistant Secretary of State for Public Affairs

Reports of Nongovernmental Organizations

James M. Becker, Director, Foreign Relations Project, North Central Association of Colleges and Secondary Schools

"The Secondary Schools and World Affairs Education"

Leon E. Evans, Administrator, National Rural Electric Cooperative Association/ AID Latin American Program

"The Role of the Cooperatives in Latin America"

Miss Ruth D. Kolling, World Affairs Chairman, Abingdon, Virginia Branch, American Association of University Women

"Community Understanding and World Affairs"

George R. Means, General Secretary, Rotary International

"International Service Programs of Rotary"

11:15 a.m. Break

11:30 a.m. Dean Rusk
Secretary of State

## FAMILY PLAN

A "Family Plan" is offered by most members of the Hotel Association of Washington. While the Plan varies between hotels, in general, it means no charge for room accommodations for children when accompanied by their parents. Write direct to hotels for detailed information about the Family Plan, rates, reservations, etc., and include dates of your visit, time of arrival, number of persons in party and age of children.

## GROUP RATES

Group rates for student tours are available at many hotels. Students can be accommodated 2 or 3 to the room and at some hotels, 4, 5 or 6 to the room. Write direct to hotels for specific rates on rooms and group meal prices.

# HOTEL RATES IN WASHINGTON, D.C.

**These hotels are members of the Hotel Association of Washington and the American Hotel and Motel Association**

| HOTEL | ADDDRESS | PHONE | ROOMS SINGLE OCCUPANCY | DOUBLE ROOM TWO PERSONS | TWIN ROOM TWO PERSONS | SUITES PARLOR ONE BEDROOM | SUITES PARLOR TWO BEDROOMS |
|---|---|---|---|---|---|---|---|
| ALBERT PICK MOTOR INN | 12th and K Streets, N.W. | 783-3040 | $ 14.00 - 16.00 | $ 16.00 - 18.00 | $ 18.00 - 22.00 | $ 32.00 - 36.00 | $ 48.00 - 56.00 |
| AMBASSADOR | 14th and K Streets, N.W. | NA. 8-8510 | 8.00 - 13.00 | 11.00 - 16.00 | 12.00 - 18.00 | 14.00 - 26.00 | 26.00 - 37.00 |
| BELLEVUE | 15 E Street, N.W. | ME. 8-0900 | 5.50 - 9.00 | 9.00 - 12.00 | 10.00 - 14.00 | 14.00 - 22.00 | |
| BRIGHTON | 2123 California Street, N.W. | NO. 7-4430 | 8.50 - 12.00 | 12.00 - 16.00 | 12.00 - 16.00 | 16.00 - 22.00 | |
| BURLINGTON | 1120 Vermont Avenue, N.W. | CO. 5-4000 | 10.00 - 15.00 | 15.00 - 20.00 | 15.00 - 20.00 | 18.00 - 23.00 | |
| CARROLL ARMS | 1st and C Streets, N.E. | LI. 6-6800 | 7.00 - 10.50 | 10.50 - 12.50 | 12.50 - 16.50 | 20.00 - 30.00 | 40.00 |
| CHARTER HOUSE | 1917 Bladensburg Road, N.E. | LA. 6-7500 | 11.00 - 13.00 | 14.00 - 16.00 | 14.00 - 18.00 | | |
| CLARIDGE | 820 Connecticut Avenue, N.W. | ST. 3-5240 | 6.00 - 10.00 | 10.00 - 13.00 | 10.00 - 13.00 | 13.00 | |
| COMMODORE | North Capitol at F Street | NA. 8-1664 | 6.00 - 12.00 | 10.00 - 14.00 | 12.00 - 16.00 | 16.00 - 18.00 | |
| CONGRESSIONAL | 300 New Jersey Avenue, S.E. | LI. 6-6611 | 12.00 - 14.00 | 15.00 - 18.00 | 17.00 - 18.00 | 30.00 | 50.00 |
| CONTINENTAL | North Capitol at E Street | NA. 8-1672 | 8.00 - 10.00 | 12.00 - 14.00 | 12.00 - 16.00 | 25.00 - 35.00 | 60.00 - 75.00 |
| DODGE HOUSE | North Capitol at E Street | NA. 8-5460 | 6.00 - 14.00 | 10.00 - 18.00 | 10.00 - 18.00 | 22.00 - 30.00 | 40.00 |
| DUPONT PLAZA | Dupont Circle, N.W. | 483-6000 | 13.00 - 15.00 | 17.00 - 19.00 | 17.00 - 19.00 | 27.00 - 35.00 | |
| EBBITT | 10th and H Streets, N.W. | NA. 8-5034 | 6.00 - 8.00 | 8.00 - 10.00 | 9.00 - 12.00 | | |
| EXECUTIVE HOUSE | Scott Circle, N.W. | AD. 2-7000 | 12.00 - 18.00 | 16.00 - 20.00 | 16.00 - 22.00 | 26.00 - 44.00 | |
| FAIRFAX | 21st and Massachusetts Avenue, N.W. | HO. 2-4480 | 12.00 - 15.00 | 16.00 | 14.00 - 18.00 | 16.00 - 24.00 | 30.00 - 40.00 |
| GEORGETOWN INN | Wisconsin Avenue and N Street, N.W. | 333-8900 | 13.00 - 17.00 | 17.00 - 22.00 | 17.00 - 22.00 | 36.00 - 38.00 | 52.00 - 58.00 |
| GRAMERCY INN | 1616 Rhode Island Avenue, N.W. | 347-9550 | 14.00 - 20.00 | 16.00 - 22.00 | 18.00 - 28.00 | 30.00 - 50.00 | 48.00 - 75.00 |
| HARRINGTON | 11th and E Streets, N.W. | NA. 8-8140 | 8.00 - 10.50 | 9.50 - 12.00 | 11.00 - 14.00 | | |
| HOLIDAY INN | 730 Monroe Street, N.E. | 529-8100 | 11.00 - 13.00 | 14.00 - 16.00 | 16.00 - 18.00 | 22.00 - 25.00 | |
| HOLIDAY INN | 16th Street and Rhode Island Avenue, N.W. | 393-5900 | 13.00 - 18.00 | | 16.00 - 22.00 | 30.00 | |
| HOUSTON | 910 E Street, N.W. | ST. 3-9494 | 6.50 - 9.00 | 8.00 - 11.00 | 9.00 - 12.00 | 15.00 - 17.50 | |
| HOWARD JOHNSON* | 2601 Virginia Avenue, N.W. | 965-2700 | 12.00 - 16.00 | 14.00 - 24.00 | 14.00 - 24.00 | 26.00 - 40.00 | |
| INTERNATIONAL INN | Thomas Circle, N.W. | 783-4600 | 12.00 - 25.00 | 16.00 - 23.00 | 19.00 - 29.00 | 40.00 - 55.00 | 60.00 - 70.00 |
| JEFFERSON | 1200 16th Street, N.W. | DI. 7-4704 | 14.00 - 18.00 | 18.00 - 22.00 | 18.00 - 22.00 | 25.00 - 40.00 | 41.00 - 60.00 |
| LAFAYETTE | 16th and Eye Streets, N.W. | DI. 7-4210 | 9.00 - 15.00 | 12.00 - 20.00 | 16.00 - 20.00 | 20.00 - 50.00 | |
| MADISON | 15th and M Streets, N.W. | 483-6400 | 16.00 - 28.00 | 20.00 - 33.00 | 21.00 - 33.00 | 36.00 - 74.00 | 67.00 - 103.00 |
| MANGER ANNAPOLIS | 12th and H Streets, N.W. | NA. 8-9220 | 7.50 - 11.50 | 11.00 - 15.50 | 11.50 - 15.50 | 19.00 - 25.00 | |
| MANGER HAMILTON | 14th and K Streets, N.W. | DI. 7-2580 | 8.00 - 13.00 | 12.50 - 17.00 | 14.00 - 17.00 | 32.50 - 37.50 | 50.50 - 54.50 |
| MANGER HAY-ADAMS | 16th and H Streets, N.W. | ME. 8-2260 | 17.00 - 24.00 | 21.00 - 23.00 | 23.00 - 28.00 | 50.00 - 60.00 | 60.00 - 69.00 |
| MAYFLOWER | 1127 Connecticut Avenue, N.W. | DI. 7-3000 | 10.00 - 21.00 | 18.00 - 21.00 | 19.00 - 26.00 | 40.00 - 80.00 | 56.00 - 110.00 |
| NATIONAL | 1808 Eye Street, N.W. | NA. 8-5566 | 5.00 - 8.00 | 8.00 - 10.00 | 10.00 - 12.00 | 10.00 - 14.00 | |
| PICK-LEE HOUSE | 15th and L Streets, N.W. | DI. 7-4800 | 9.00 - 15.00 | 12.50 - 17.50 | 13.50 - 18.50 | 24.75 - 35.00 | 38.00 - 47.00 |
| PLAZA | 331 First Street, N.E. | LI. 4-6500 | 4.50 - 8.00 | 8.00 - 14.00 | 10.00 - 16.00 | 15.00 - 20.00 | 20.00 - 25.00 |
| ROGER SMITH | 18th and Pennsylvania Avenue, N.W. | 298-7200 | 9.00 - 15.00 | 12.00 - 20.00 | 13.00 - 20.00 | 20.00 - 31.50 | 36.00 - 48.00 |
| SHERATON-CARLTON | 16th and K Streets, N.W. | ME. 8-2626 | 15.50 - 20.00 | 19.50 - 24.00 | 19.50 - 24.00 | 42.50 - 48.00 | 60.00 - 75.00 |
| SHERATON-PARK (a) | 2660 Woodley Road, N.W. | CO. 5-2000 | 9.85 - 16.50 | 13.85 - 20.00 | 13.85 - 20.00 | 20.00 - 35.00 | 55.00 - 65.00 |
| SHOREHAM (a) | 2500 Calvert Street, N.W. | AD. 4-0700 | 12.00 - 22.00 | 18.00 - 28.00 | 18.00 - 28.00 | 35.00 - 62.00 | 55.00 - 125.00 |
| SKYLINE INN | 10 Eye Street, S.W. | 547-7500 | 12.00 - 18.00 | 14.00 - 20.00 | 15.00 - 20.00 | 26.00 - 54.00 | 70.00 |
| STATLER HILTON | 16th and K Streets, N.W. | EX. 3-1000 | 12.00 - 26.00 | 18.00 - 25.00 | 19.00 - 32.00 | 48.00 - 100.00 | 74.00 - 130.00 |
| STRATFORD | 25 E Street, N.W. | 628-8901 | 6.00 - 8.00 | 10.00 - 12.00 | 10.00 - 12.00 | | |
| SUTTON HOUSE | 1016 17th Street, N.W. | DI. 7-3510 | 7.00 - 10.00 | 12.00 - 16.00 | 12.00 - 16.00 | 16.00 - 24.00 | 24.00 - 35.00 |
| WASHINGTON | 15th and Pennsylvania Avenue, N.W. | ME. 8-5900 | 11.00 - 15.50 | 18.00 - 23.00 | 18.00 - 23.00 | 30.00 - 42.50 | 45.00 - 62.50 |
| WASHINGTON HILTON (b) | Connecticut Avenue at Columbia Rd., N.W. | 483-3000 | 13.00 - 24.00 | 18.00 - 30.00 | 19.00 - 30.00 | 50.00 - 75.00 | 70.00 - 100.00 |
| WILLARD | 14th and Pennsylvania Avenue, N.W. | NA. 8-4420 | 10.00 - 17.00 | 16.00 - 23.00 | 18.00 - 24.00 | 30.00 - 45.00 | 75.00 |
| WINDSOR PARK | 2300 Connecticut Avenue, N.W. | HU. 3-7700 | 9.00 - 13.00 | 12.00 - 18.00 | 12.00 - 18.00 | 18.00 - 24.00 | 30.00 - 40.00 |

** Motor Hotel* (a) *Includes Motor Inn.* (b) *Opens March 20.* *4% District of Columbia Sales Tax not included in rates.*

REVISED AS OF JANUARY 1, 1965, AND SUBJECT TO CHANGE WITHOUT NOTICE.

(SEE OTHER SIDE FOR ADDITIONAL INFORMATION)

Rec'd 3/9/65

File

DEPARTMENT OF STATE

FOREIGN SERVICE INSTITUTE

WASHINGTON

The Senior Seminar in Foreign Policy

March 5, 1965

Dear Dr. Dunbar:

It was good of you to spend part of the morning of February 26 with the Senior Seminar in Foreign Policy during its visit to Atlanta. Your remarks regarding the importance of voter registration and your long experience in the race relations field made a profound impression upon the Members. They felt that you answered their questions fully and frankly and were impressed with the importance of the work you are doing.

In 1966, when the next session of the Senior Seminar may be visiting Atlanta, I will be in touch with you. I believe that its Members would similarly benefit from hearing you talk.

With best wishes,

Most sincerely,

Lewis Jones

G. Lewis Jones
Coordinator

Dr. Leslie Dunbar,
Southern Regional Council,
5 Forsyth Street, N.W.,
Atlanta, Georgia.

U.S. Govt:

DEPARTMENT OF STATE
WASHINGTON

MS file

VS
LAN

Anything here for you?

December 15, 1965

LPR

NO VS
AU-

Dear Mr. Dunbar:

The Department of State has planned for the months of February, April and May, 1966, three regional foreign policy conferences. These will be held in Salt Lake City, Utah, February 9; in Atlanta, Georgia, April 1 and 2; and in Little Rock, Arkansas, May 5.

? Helen Howard Vine City
? Mr. George Spain Pearl City Fla.
People like this should benefit + contribute to such a conference.

Participants in these conferences will include representatives of national organizations, community and state leaders, members of the press, and radio and television news broadcasters. In addition to the co-sponsors of the conferences, the meetings will also be supported by a broad cross-section of other community organizations.

The Salt Lake City conference in February will be co-sponsored by the Utah State League of Women Voters and the University of Utah. Participants from organizations will be invited from the states of Utah, Wyoming, Idaho, Nevada, Arizona and Colorado.

The April conference in Atlanta will be co-sponsored by the Atlanta United Nations Association, Emory University and Atlanta Public Schools. The conference area will include Georgia, South Carolina, Alabama, Florida and Eastern Tennessee.

The Little Rock conference in May will be held in cooperation with Little Rock University. Geographic areas to be covered will be Arkansas, Oklahoma, Western Tennessee and Southern Missouri.

We have experienced a very favorable response to previous regional conferences. We hope that for each of the scheduled conferences you will provide names and addresses of two people from your organization in each of the 14 states, to whom you wish invitations

Mr. Leslie W. Dunbar,
Executive Director,
Southern Regional Council,
5 Forsyth Street, N. W., Room 201,
Atlanta, Georgia 30303

wish invitations sent. If for a special reason you wish to include more than two individuals, an indication of priority would be appreciated. Expenses of participants in these conferences are not borne by the Department of State.

Invitations to the Salt Lake City conference in February should go out early in January so that participants will have sufficient time to prepare for their attendance. For that reason, we hope to receive your reply during December.

Invitations to subsequent meetings will be mailed at a later date, but if convenient please submit names for all three conferences at the same time.

Sincerely yours,

Harry W. Seamans

Harry W. Seamans
Chief, Organization Liaison Division
Office of Public Services

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Rec'd 5758 NS

DEPARTMENT OF STATE
AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D. C. 20523

OFFICE OF
THE ADMINISTRATOR

Rec'd 5/25/66

May 24, 1966

57

Mr. Paul Anthony
Executive Director
Southern Regional Conference
5 Forsythe Street
Atlanta, Georga

Dear Mr. Anthony:

Thank you very much for your willingness to be of assistance, and for having Mr. Bell meet with a few selected members of the Atlanta press community.

As I promised you on the phone, I am giving you our itinerary for May 30:

Lv Wash.,DC 9:10 am, 5/30/66, Delta AL, Flt. 525
Arr Atlanta 9:38 am, Lv Atlanta 11:10 am, Delta AL, Flt. 428
Arr Columbus, Ga. 11:47 am

I would appreciate it if you could let me know who Mr. Bell might expect to meet at the airport. I will be accompanying him and will keep him posted on arrangements.

Sincerely yours,

Warren I. Cikins

Warren I. Cikins
Special Assistant for Equal Opportunity

The Bell Story:

Ralph McGill is [redacted] leaving Atlanta on Monday morning and will try to catch Mr. Bell at the airport. Gene Patterson is himself going to Tuskegee by car and will see Bell there. Rankin, ed writer, says he might go if we let him know the exact time and place. The other two editorial writers [redacted] can't make it. [redacted] Reese Cleghorn says he'll go if we let him know the exact time and place (it's usually about 9:30 when the Journal closes out its editorial page). C. A. Scott doubts that he can go and doesn't have anybody to send. Jesse Hill says we ought to invite his columnist, Dr. Gerardo Ebanks, who lives on Beckwith Street. ~~523-8739~~

MW

(If you want to invite the two city [redacted] editors, I'll be glad to [redacted] call 'em)

file
U.S. Govt

DEPARTMENT OF STATE
AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON

M J

OFFICE OF
THE ADMINISTRATOR

JUN 7 1966

Mr. Paul Anthony
Executive Director
Southern Regional Conference
5 Forsythe Street
Atlanta, Georgia

Dear Mr. Anthony:

Thank you very much for your help in arranging the press conference for me in Atlanta. It was very kind of you to take the trouble to meet us at the airport on a holiday morning, and Mrs. Bell, Mr. Cikins and I appreciate your graciousness in doing this.

Sincerely yours,

David E. Bell

David E. Bell

Washington, DC "POST" 8/25/66

# LBJ Aides Quietly Visit Slum Areas

By William Chapman
Washington Post Staff Writer

Prodded by President Johnson, Cabinet officers and White House aides are making personal visits to big-city ghettos to hear what slum-dwellers say about their conditions.

At least two presidential assistants have slipped quietly into slum neighborhoods of Baltimore and New York and three Cabinet members have visited the ghettos of Cleveland, Miami, and Boston.

The trips followed a presidential injunction to "get out there and see what these people are like," according to one White House aide.

The visits are part of a relatively unpublicized White House campaign to come up with new ideas for improving slum-dwellers' living conditions. At weekly meetings for two months, the Cabinet officers, Budget Director Charles L. Schultze, Antipoverty Director Sargent Shriver and two presidential aides have discussed new possibilities for urban programs.

In addition, Joseph A. Califano Jr., a special assistant, has visited college campuses in New York, Boston, Chicago,

See SLUMS, A4, Col. 7

Los Angeles, and Texas for new academic ideas.

One specific result has been the President's speech last weekend, proposing to "take the profit out of poverty," specifically by aiding slum tenants. His aides are considering what one called a "radical" legal remedy whereby a tenant whose gas or water is turned off could obtain immediate relief through an administrative agency.

Another proposal involves using the antipoverty campaign's legal aid center lawyers to force dwelling improvements through law suits.

The high-level visitations so far have included trips by Attorney General Katzenbach into the Roxbury section of Boston, by Secretary of Health, Education and Welfare John W. Gardner to Miami, and by Secretary of Housing and Urban Development Robert C. Weaver to the riot-swept Hugh section of Cleveland. All were planned in connection with regular speaking engagements in those cities.

In addition, Califano and White House Press Secretary Bill D. Moyers have dropped without fanfare into the Bedford-Stuyvesant section of Brooklyn and into Baltimore, respectively.

The weekly White House meetings have concentrated so far on seeking ways to coordinate the Federal, state and city programs primarily fueled by Federal funds. The presidential insistence on improved coordination of existing programs was triggered in part by the July experience in Washington when White House involvement cut through local red tape to get more swimming facilities for local children.

The White House urban team's first action was to send special crews of investigators to major cities to find out whether three different Federal manpower training programs are pulling together or in different directions. Their reports are now being examined here.

The Administration officials are already laboring to produce new legislative suggestions for the next fiscal year budget.

While big-city mayors and urban state Senators have called this week for massive infusions of new Federal funds to save the cities, the White House team doubts that the cities are now equipped to handle effectively such large amounts. They are concentrating, instead, on more effective use of existing programs, passage of the demonstration cities program in Congress, and such immediate but inexpensive aids as tenant welfare.

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calling reporters in for a White House news conference.

# Ribicoff Charges U.S. Pads Urban Spending

By Eve Edstrom
Washington Post Staff Writer

8-25-66

Sen. Abraham A. Ribicoff (D-Conn.) charged yesterday that the Johnson Administration has so padded its figures on Federal spending aimed at curbing urban ills that grazing receipts and halibut commission funds are included.

This accusation was made just two hours before President Johnson strongly defended his Administration's efforts to solve the human and physical problems of the Nation's cities.

In response to a news conference question prompted by Ribicoff's hearings on the causes of the urban crisis, the President said:

"No Administration has ever . . . spent as much in the cities as this Administration."

But Ribicoff, as his Executive Reorganization subcommittee's hearings went into their eighth day, insisted that the Administration's estimates of Federal spending to aid the cities are inflated because rural programs are lumped in.

He said he had to become a sleuth to make sense out of figures submitted last week by Secretary Robert C. Weaver of the Housing and Urban Development Department (HUD) and Attorney General Nicholas deB. Katzenbach.

Weaver's estimate of $28 billion in Federal spending for cities, Ribicoff said, included billions for programs that have encouraged middle-income families to move to the suburbs, and "millions for rural electrification and other programs aimed at people outside the cities."

And even Katzenbach's $13 billion estimate, Ribicoff continued, included money for agriculture experiment stations, forest protection, grazing receipts, and fish and wildlife restoration, including the halibut commission's work.

See CITIES, A4, Col. 6

*Los Angeles Mayor Yorty lays troubles to Kennedy plot. Page A2.*

"We have figures that are not going in direct urban aid," Ribicoff said.

**Panel Hears Mayors**

Whatever the Federal Government is spending, it just isn't enough, the Nation's mayors have been telling the Ribicoff panel this week. Because it was estimated that the Nation's cities will need an additional $250 billion over the next decade, President Johnson was asked at his noon news conference yesterday what the Nation could afford to spend on its cities.

"We can afford whatever must be done," he said.

But he expressed disappointment that a key administration measure for attacking urban ills, the demonstration cities bill, has been cut from $2.3 billion to about $900 million by the Senate.

Mr. Johnson emphasized that Federal aid for the cities is now about double what it was during the Eisenhower Administration and about 33 per cent more than was spent during the Kennedy Administration.

**Weaver Announces Plan**

Meanwhile, Secretary Weaver announced a new plan yesterday to channel private home improvement funds into deteriorating urban areas.

Weaver declared that the insurance, similar to that offered by the Federal Housing Administration on new mortgage loans, would extend "a practical program of financial aid to homeowners in areas where they have not been able to get funds for private rehabilitation."

Previouly, insurance was available only in areas approved for razing and rebuilding under Federal urban renewal programs.

During the Ribicoff panel hearing, both Ribicoff and Sen. Robert F. Kennedy (D-N.Y.), a subcommittee member, have been constant critics of the Johnson Administration for not getting more direct aid to ghetto dwellers.

**Approves Bill**

This concern of Kennedy's was reflected Tuesday when he was among Senate Labor Subcommittee members who voted favorably on a $2.05-billion war on poverty bill. This is about $300 million more than was requested by President Johnson.

In addition, a Kennedy amendment to increase the authorization by another $200 million for the Head Start preschool program was sent to the full Labor and Public Welfare Committee without recommendation.

Besides money to help the poor, there must be an end to Federal red tape that delays the approval of urban projects and disillusions slum families, witnesses appearing before Ribicoff's Subcommittee said yesterday.

"Quit making promises if you can't fulfill them," Mayor John H. Reading of Oakland, Calif., said.

And John B. Williams, executive director of Oakland's Redevelopment Agency, declared:

"What do we say to the 7500 people . . . who have been waiting five and one half years for something to happen in their neighborhood while the dialogue between government agencies goes on and on?

"Planning is necessary, but the endless crossing of 't's' and dotting of 'i's' does not bring new hope for a better life to any of the people living in ever-increasing deterioration."

While local officials constantly are thwarted by inflexible Federal regulations, Williams said, "the poor are running all over this Nation, like mice in a maze."

Ribicoff was highly complimentary toward Reading and Williams for being possibly the only city officials to catelogue all the Federal programs existing within their city.

Asked if their study indicated what Federal programs should be merged, Williams said that he thought war on poverty programs, administered by Sargent Shriver's Office of Economic Opportunity, should be merged with Weaver's Department because both agencies are serving the same families.

Reading said the Federal Government should give direct grants to cities with no strings attached because many Federal programs, such as welfare aid that perpetuates the ghettos, are at the root of the cities' ills.

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Washington, DC "STAR"
8-22-66

# Ford Grants $1 Million To Help Fight Poverty

By ROBERT WALTERS
Star Staff Writer

The award of more than $1 million to finance private antipoverty programs across the country was announced today by the Ford Foundation.

Most of the money will go to three Washington-based organizations to train community workers from poor neighborhoods.

Recipients of the grants were:

The Citizens' Crusade Against Poverty (CCAP). which received $375,000 to aid in the training of more than 1,000 neighborhood workers, most of them to be selected by grassroots organizations of the poor.

The National Council of Negro Women, which received $300,000 to recruit and train Negro women in community service, both on a volunteer and a paid basis.

### Grant Totals $250,000

The National Association for Community Development (NACD), which received $250,000 to train both community action workers and members of boards governing local community action programs in a number of cities.

The foundation pioneered antipoverty programs in many cities by establishing and funding "grey area" programs in the early 1960s. Since then, however, it has placed less emphasis on those activities.

Those close to the foundation said today's announcement represented a "new emphasis" on attempting to solve the problems confronting the nation's cities.

The increased concern was said to reflect the interest of McGeorge Bundy, former special assistant to President Johnson and Kennedy, who took over as foundation president in March.

### Bundy's Statement

In a statement accompanying the announcement of the grants, Bundy said:

"Front-line workers in the war on poverty need skills as well as commitment, and community action programs are growing faster than there are people to man them effectively . . .

"Many essential tasks can be performed by men and women now living in poverty areas provided they have the skills to crystalize their neighborhoods' needs, and adequate knowledge of the ins and outs of getting things done.

"Tangled issues in the poverty program are still being thrashed out, particularly the limits of government control and the real dimensions of 'maximum feasible participation of the poor.'

"In the meantime, though, there is a premium on a greatly expanded supply of purposeful, informed community workers. Without them, the most ambitious government programs will bog down right at poverty's door."

### Seeks Private Support

CCAP is a confederation of religious, civic, labor and business groups seeking to muster private support for the federal antipoverty program.

With the foundation's assistance, it will establish training centers on the EEast and West centers on the East and West munity workers from Mexican-American neighborhoods as well as Negroes and other disadvantaged groups.

Walter P. Reuther, CCAP chairman and head of the United Auto Workers, said the program would be aimed at "giving trainees techniques for organizing poor people in local communities, knowledge of the relevant programs for fighting poverty and how to obtain operating funds, and a commitment to the democratic processes of change."

The National Council of Negro Women will train 6,000 volunteers and 90 paid organizers to work in such fields as child welfare, public health, consumer fraud, crime and delinquency, illegitimacy, birth control and the strengthening of family life.

### Clearinghouse Planned

NACD, established last year, is a professional organization for directors of the nation's community action programs, most of them established with the assistance of the Office of Economic Opportunity, the federal antipoverty agency.

Its grant will be used, in part, to establish a clearinghouse between federal agencies and state and local antipoverty groups and to improve coordination of various federal programs.

Other foundation grants announced today included $20,000 to the Glide Foundation to open a storefront information center in San Francisco and $81,500 to Purdue University for a series of experiments in applying the country's university resources to the problems of America's cities.

Radcliffe College in Cambridge Mass., received $25,000 for a one-year experiment in financing student internships in domestic and foreign service. Vanderbilt University was given $20,000 for regional training conferences on the problems of young adults in urban areas.

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File
U.S. Govt
Dept. of State

August 31, 1966

Mr. Harry W. Seamans
Chief, Organization Liaison Division
Office of Public Services
U. S. Department of State
Washington, D. C.

Dear Mr. Seamans:

Enclosed is a list of suggested persons from the Southern Regional Council to be invited to your New Orleans meeting of November 12. The list by state is arranged in order of priority.

Best wishes for a good meeting.

Sincerely,

Paul Anthony
Executive Director

PA/mmj
Enclosure - 1.

## LOUISIANA

1. Mrs. Patricia B. Miller
   Executive Director
   Louisiana Council on Human Relations
   2522 - 77th Avenue
   Baton Rouge, Louisiana

2. Dr. Ralph Dreger
   Professor of Psychology
   Louisiana State University
   Baton Rouge, Louisiana

3. Dr. Albert W. Dent, President
   Dillard University
   New Orleans, Louisiana

## MISSISSIPPI

1. Kenneth Dean
   Executive Director
   Mississippi Council on Human Relations
   306 First Federal Building
   Capitol at State Street
   Jackson, Mississippi

2. The Rev. Duncan M. Gray, Jr.
   St. Peters Episcopal Church
   1116 - 23rd Avenue
   Meridian, Mississippi

3. Jack Young
   Attorney
   The Redmond Building
   North Farish Street
   Jackson, Mississippi

4. Mrs. Martin Harvey
   415 N. Farish Street
   Jackson, Mississippi

## TEXAS

1. Mrs. Frances Dukler
   Acting Director
   Houston Council on Human Relations
   5403 Austin Street
   Houston, Texas

2. Mr. Henry Groppe
   (Chairman, Houston Council on Human Relations)
   5403 Austin Street
   Houston, Texas

3. Dr. Douglas Jackson
   Perkins School of Theology
   Southern Methodist University
   Dallas, Texas

Note: Another very valuable personage would be:

Dr. Powers McLeod
District Superintendent
The Methodist Church
905 Government Street
Mobile, Alabama

**DEPARTMENT OF STATE**
**WASHINGTON**

(2)

August 25, 1966

Dear Mr. Anthony:

The Department of State's next regional foreign policy conference will be held in New Orleans, Louisiana, November 12, 1966, in cooperation with the Foreign Relations Association of New Orleans, Tulane University, and International House.

Invitations will be extended to representatives of national organizations, community and state leaders, members of the press, and radio and television news broadcasters. These conferences give invited participants and principal officers of the Department and related government agencies an opportunity to consider together some of the major foreign policy issues.

Your cooperation has already done much to make past programs successful. We again call on your good assistance in providing names and addresses (with zip codes) of two persons from your organization whom you wish invited from each state in the Conference area. This includes the states of Louisiana, Mississippi and Texas (east of the line through and including Fort Worth, San Antonio and Corpus Christi) and the city of Mobile and its environs. We suggest no more than one person be included from the Mobile area.

If you submit more than two names, please indicate the order of priority. The Department is not in a position to cover the expenses of participants.

We would appreciate having your suggestions not later than September 10, in order that participants may receive their

invitations

Mr. Paul Anthony, Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N.W., Room 201
Atlanta, Georgia 30303

invitations in time to make the necessary arrangements.

We hope that these conferences have been and will continue to be of interest to your organization.

Sincerely yours,

Harry W. Seamans

Harry W. Seamans
Chief, Organization Liaison Division
Office of Public Services

Set up file

COUNCIL OF NATIONAL ORGANIZATIONS FOR CHILDREN AND YOUTH

Room 300 - 345 East 46th Street - New York City

October 27, 1958

TO: MEMBERS OF THE COUNCIL OF
NATIONAL ORGANIZATIONS FOR
CHILDREN AND YOUTH

Preparations for the 1960 White House Conference on Children and Youth are well under way, key staff positions have been filled, and materials are being readied for distribution. To facilitate this distribution, it has been agreed that these and future materials will be mailed directly from Washington to the members of the Council.

ROBERT E. BONDY,
Chairman

MA ✓ no.
PR ✓
MET
do any of you want to keep this on file?
MF (I have a file set up on this, may I keep it?)

THE THEME ADOPTED BY THE NATIONAL COMMITTEE

FOR THE

1960 WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

December 18, 1958

The purpose of the 1960 White House Conference is to promote opportunities for children and youth to realize their full potential for a creative life in freedom and dignity.

This effort will be based on:

1. Study and understanding of

   (a) The values and ideals of our socity;

   (b) The effects on the development of children and youth of the rapid changes in this country and the world;

   (c) And how family, religion, the arts, government, community organizations and services such as health, education, and welfare, peer groups, and the behavior of adults in their interactions with children and youth deter or enable individual fulfillment and constructive service to humanity.

2. Examination of the degree of achievement of previous White House Conference goals and recommendations.

3. Determination of the action that individuals, organizations, and local, state, and national government can take to implement conference purposes.

Golden Anniversary

# WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

HONORARY CHAIRMAN
Dwight D. Eisenhower, President
of the United States

HONORARY VICE CHAIRMAN
Arthur S. Flemming, Secretary
Health, Education and Welfare

NATIONAL CHAIRMAN
Mrs. Rollin Brown

CONFERENCE DIRECTOR
Ephraim R. Gomberg

October 20, 1959

Mr. Harold C. Fleming
Executive Director
Southern Regional Council, Inc.
Room 432, 63 Auburn Avenue, N.E.
Atlanta 3, Georgia

My dear Mr. Fleming:

In preparing material for the volume on National Organizations, which will reflect their activities during the past ten years, we note that we have received no evaluation report from your organization.

Would you, therefore, be good enough to prepare for us a statement reviewing your program and problems during the last decade and projecting to what lies ahead?

We look forward to receipt of your materials.

Very truly yours,

Ephraim R. Gomberg
Director

330 Independence Ave. S.W., Washington 25, D.C. EXecutive 3-6300

SOUTHERN REGIONAL COUNCIL

The Southern Regional Council, chartered early in 1944, consists of a board of some 80 Southerners, drawn from the major religious faiths, both races, and the 13 states of the region. It grew out of the Commission on Interracial Cooperation, which had been active since (organized in) 1919, ~~and was founded in that year~~ by a group of the South's leading church men and women. The Council is non-profit, nonpolitical, and nondenominational.

In 1951, the Council formally committed itself to the aim of an unsegregated society. It did so because it believed segregation to conflict with moral values, with democratic principles, and with the best interests of the country and this region. The Council has, therefore, an announced point of view. It has, furthermore, a single-minded devotion to the method of fair, open, and well-informed discussion. It believes that Southern problems cannot be satisfactorily solved unless Southerners are willing to discuss them frankly, critically, and realistically.

A national newspaper article~~, borrowing a phrase from the Southern Regional Council,~~ describes the ~~recent~~ present period in the South as one of "creeping realism." The phrase is apt. During ~~the past year,~~ 1959 ~~Since SRC's fifteenth~~ there ~~have been significant~~ were important shifts in the posture of some Southern leaders~~hip~~. Grudging and minimal though they may be, these changes clearly reflect a more realistic trend in the region, and a slow but steady advance for the legal principle of desegregation. Much of SRC's program has been aimed at accelerating and directing the trend toward ~~more~~ realistic policies. This has called for emphasis at a variety of points--moral, economic, educational, and governmental.

We are approaching the time when the "hard core" states of Alabama, Georgia, Louisiana, South Carolina, and ~~perhaps even~~ Mississippi will face legal requirements to begin school desegregation. These showdowns in the heartland of

segregation may well produce some of the bitterest reactions yet seen in the South's tortured transition.

Yet, for most of the Southern states, segregation is no longer an absolute to be defended at all costs against the slightest encroachment. The problems of outright lawlessness and massive resistance are gradually being replaced by less dramatic, but ~~more~~ equally complex problems. The new strategy of resistance is a subtle one--that is, to satisfy the bare letter of the law, but to defeat its spirit.

Thomas Waring, editor of the Charleston News and Courier and one of the leading spokesmen for literate segregationists, has stated the new objectives concisely. In a recent speech, Mr. Waring made the following points:

Token integration should not be accepted willingly, but, if forced on the South, it may be acceptable as a temporary device to relieve the pressure for meaningful integration.

double space

> In amplification, he said: "Once the pressure groups find that massive integration is being denied them by the courts, their incentive will be dulled. It will become more difficult to recruit Negro parents who are willing to let their children become martyrs for a dubious cause."

Here, ~~if you will,~~ is a new brand of "moderation" --one that aims not at gradual acceptance of new patterns, but at a cold war of the spirit that bases its hopes on the martyrdom of children. The danger is not that this view will ultimately prevail--for it will not--but that it will endure too long if the nation grows complacent or indifferent. When the crises are past, the effort to get legal gains realized in everyday practice can be a wearisome and unspectacular business. The major task of the Southern Regional Council and groups of like purpose will be to see that it is carried on.

The outreach of the Council's viewpoint has been tremendously enhanced by the organization's role as information center. Virtually ~~every~~ all important ~~publication~~ communication media in the country have drawn upon the staff and files of the Council.

The stream of visitors to the Council's offices has grown in numbers and importance. Writers, scholars, churchmen, and inquirers of every description have come for information, advice, and interpretative comment. In this respect, the Council might be likened to a switchboard, connecting people, ideas, and information in useful ways.

The Council's information resources have likewise earned the respect of agencies and officials of the national government. Both the Commission on Civil Rights and the Department of Justice call frequently on the Council, and have learned to respect its "partisan, but objective" information. Through the Library of Congress, national lawmakers have drawn heavily on the Council's findings regarding Negro voting during debates over civil rights bills.

(insert - A)

State Councils on Human Relations

Since 1954, the SRC has devoted a large share of its staff efforts and financial resources to the encouragement of state councils on human relations and their local affiliates. During 1957, the state groups became independent organizations, but SRC's supporting efforts continued. Staff members of the SRC make field visits to counsel the state groups on program and organizational development. Also available to the state councils are SRC's consultant service program, publications and materials, and continuing financial aid. In the harsh climate of today in the "deep South" states, the value ~~which~~ of these state groups ~~have~~ as meeting grounds for enlightened citizens of both races, as voices for decency, and as instruments for constructive action, is great. Councils on Human Relations exist now in all Southern states except Louisiana and Mississippi.

(A) The State Department and other public and private agencies refer large numbers of foreign visitors to the Council each year. They are briefed, and in some cases completely scheduled, by the Council's staff. Most of these are either government officials or other persons of stature and influence in their countries.

## Consultant Service Program

Since 1956, SRC has sent specialists into areas of unusual strife or unusual promise. Consultations have taken place at local invitation, and have been concerned with such issues as desegregation plans, and police methods.

## Work with Southern Churchwomen

The Director of Women's Work, through institutes, workshops, personal conferences, and program materials, reaches ~~many~~ thousands of church women and other religious leaders. She has taught courses in Christian human relations at a wide variety of denominational conferences, including many young people's summer camps and study sessions, and ministerial and lay conferences. She is also much in demand by the national divisions of women's work of the various denominations and religions, ~~and~~ in the planning and implementing of their human relations programs.

Each Fall, key women leaders from ten Southern states come together in Atlanta for a two-day institute staffed by SRC and involving resource people from the faculties of theological schools, social action departments, and other human relations agencies. Under the sobriquet of "The Fellowship of the Concerned," these ~~strategic leaders~~ church women--Protestant, Catholic, and Jewish--~~are brought together for the~~ sharing of ideas and convictions ~~in the field of race~~ about race relations in the South. This meeting is followed by similar meetings at state and local levels. ~~throughout the South.~~ In 1957 the major emphasis was on local efforts by church women to insure full and free access to the ballot by all citizens. In 1958 and 1959, it was on schools, and the mobilizing of leadership in communities to face realistically the responsibility of maintaining open schools and peaceful societies.

## Labor Consultant Program

From January 1957 through December 1958, SRC employed a fulltime labor consultant. Southern unions face tremendous problems in carrying out national policies of non-discrimination and in motivating their members to play a constructive role in community race relations. The Labor Consultant convened region-wide conferences of union leaders, bringing together an impressive

group of national, regional and local officials for seminars, lectures, and discussions on labor and race. In addition, he served as instructor or resource person on human relations at a number of regional and state labor schools. ~~The two-year experience more than proved the value of a skilled staff member working specifically on those concerns which organized labor and the human relations organizations hold in common. It is hoped that this program can be again reactivated.~~

## Work with Other Organizations

The Council assists & cooperates with the work of like-minded agencies.

No. # Beginning in January 1957, SRC has by request convened the Southern representatives of more than thirty such organizations. Two meetings were held in 1957, and since then interagency meetings have been approximately quarterly. The resulting plans and projects included the development of joint field activity in key Southern communities; cooperative fact-finding; a greatly increased exchange of information and materials; coordination of efforts in the fields of merit employment and voting discrimination; and assistance to victims of segregationist pressure or reprisal. The Council's staff is continually asked for information, advice, or special services by national organizations concerned with race relations. Staff members and officers of SRC have accepted speaking engagements before key groups in the South and outside the region.

## Reaching Conservative Leadership

An important enlargement of SRC's program was the launching of a new staff effort, called the Southern Leadership Project. The aim is to provide practical counsel to educational authorities, business men, and leaders in government in Southern areas facing the imperatives of social change. Many - indeed, most - of these state and community leaders are not convinced that elimination of racial segregation is good or desirable in itself. But more of them are willing to look at the alternatives in terms of economic growth, law

and order, continued education, and the dangers of community discord. SRC has found an encouraging receptivity to advice, guidance, and information among community leaders. A series of "Leadership Reports" has been developed to put useful information, in brief and persuasive form, into their hands.

## Education Through Local Television

Our publications, reports, and public statements have had a ~~remarkably~~ good press. ~~by any standards, and some of this outreach can be measured in television news coverage.~~ Yet we have been increasingly conscious of the generally small degree to which ~~this important medium~~ television has been used to advance public understanding of racial issues. This failure of communication is particularly noticeable in local (as compared to network) television programming.

As a pilot effort, SRC cooperated with the Georgia Council on Human Relations in arranging a series of three half-hour telecasts over WAGA-TV in Atlanta. At intervals of six to eight weeks, these telecasts presented discussions of school desegregation, in which the school superintendents of Baltimore, Washington, and Louisville were questioned by prominent Atlanta educators and civic leaders. These programs were well staged, interesting and constructive in content, and well received by the community. It is hoped that they will stimulate similar use of television in other Southern communities.

## Publications

SRC publishes ~~ten~~ eleven times a year a magazine, New South, which reports the developing opinions of Southerners toward race relations, and back-stops the news with informative features. In addition, SRC publishes at frequent intervals pamphlets and special reports which bring the results of the Council's research to the public.

## Officers and Staff

First Pres, V-Pres's, Chm Exec Comm, Exec Dir

January 13, 1960

Dr. Philip S. Barba
Chairman, Program Committee
White House Conference on Children
and Youth
330 Independence Avenue, S. W.
Washington 25, D. C.

Dear Dr. Barba:

I am happy to accept your invitation to participage in a panel discussion of "The Youth with Social Handicaps" on March 29. Any additional information you may give me concerning the session and my part in it will be appreciated.

Sincerely yours,

Harold C. Fleming
Executive Director

HCF/mf

SUSPEND CORRESP TILL 3/15/60

Dear Dr. Barba:

I am happy to accept your invitation to participate in a panel discussion of "The Youth with Social Handicaps" on March 29. Any additional information you may give me concerning the session and my part in it will be appreciated.

Sincerely yours,

HCF

Golden Anniversary

# WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

HONORARY CHAIRMAN
Dwight D. Eisenhower, President of the United States

HONORARY VICE CHAIRMAN
Arthur S. Flemming, Secretary Health, Education and Welfare

NATIONAL CHAIRMAN
Mrs. Rollin Brown

CONFERENCE DIRECTOR
Ephraim R. Gomberg

January 8, 1960

Mr. Harold G. Fleming
Southern Regional Council, Inc.
63 Auburn Avenue, N.E.
Atlanta, Georgia

Dear Mr. Fleming:

I am happy to invite you to participate as a member of a panel at the 1960 White House Conference on Children and Youth. A copy of the preliminary program is enclosed and will give you the purpose and structure of the Conference.

Forum XVIII - The Young With Social Handicaps, in which you are invited to take part is scheduled from 10:45 to 12:00 noon on Tuesday, March 29, 1960. The panel will have a chairman and four speakers including representatives from a Department of Public Welfare, and a Youth Commission and two with experience in working with Agricultural Migrants and minority groups. Each speaker will make about a 15 minute presentation related to the Focus of the Day which is "Surveying What We Do" and these will be followed by a discussion period. We would like you to talk about 15 minutes on your work with minority groups. As background we are also enclosing a list of the types of questions which will be discussed in the afternoon Workgroups assigned to this Forum.

Unfortunately we do not have funds for speakers' honorarium or expenses.

I sincerely hope you will accept our invitation to participate. Will you kindly let us know by January 18, 1960 so that we can send you additional information to assist you in preparing for the Conference.

Sincerely yours,

Philip S. Barba

Philip S. Barba, M.D.
Chairman, Program Committee

Encls-2

330 Independence Ave. S.W., Washington 25, D.C. EXecutive 3-6300

FORUM XVIII - THE YOUNG WITH SOCIAL HANDICAPS

Knowing, Understanding and Helping the Socially Handicapped

Workgroups 195 and 196

Neglected Children and Youth

a) Who are the neglected?

b) What are the causes of neglect?

c) What are the effects?

d) What are the responsibilities of parents? What are their rights?

e) What are the responsibilities of the community? At what point, and to what extent should the community intervene to protect the child?

f) What are the present laws affecting parent-child relationship, and parental rights? (e.g. problems arising from desertion or neglect) Are these adequate to protect the health and welfare of the child?

g) What agencies and services are available for the protection and care of the neglected child?

h) How adequate are these? How may they be improved and/or expanded?

i) What are the obstacles to developing effective programs for the neglected? How can they be overcome?

FORUM XVIII

Workgroups 197, 198, 199 and 200

Children of Unmarried Parents

a) What are the causes of illegitimacy? i.e. - What is the relation of pre-marital sex behavior among the young to economic and/or social status, mental retardation, emotional insecurity, unstable family relationships, minority group status, changing sex mores, etc. ?

b) What is being done to reduce illegitimacy, and by whom? (e.g. - religious institutions, families, schools, social agencies, youth organizations)

c) What more can be done? What are the obstacles and how may they be overcome?

d) What programs and services are available to counsel and take care of the unmarried mother before and after childbirth? Are they adequate? How may they be improved?

e) What are the legal, moral and financial responsibilities of the unmarried father? What agencies and organizations see to it that he assumes this responsibility? How effective are they? How might they be improved?

f) What agencies and services are available for the care and placement of children born out of wedlock, who are not cared for by relatives? What counseling and other services are available to the mother? What are the special problems involved? How may they be overcome?

g) What are the present laws relating to adoption? Are these adequate for the child, the natural mother, and the adoptive parents?

Workgroups 201, 202, 203, 204, 205 and 206

Children and Youth of Minority Groups

a) What are the problems created by the presence of minority groups in a community? What are the special problems of each group?

b) What laws, facilities, programs and services are available to ensure adequate housing, education, recreation, religious instruction, medical care, employment opportunity, and prctection for minority children and youth?

c) How adequate are these?

d) How can they be improved and expanded?

e) What are the obstacles in planning and executing programs for minorities? How may they be overcome?

f) In keeping with democratic principles, what should the schools, churches, and other agencies do to provide equality of opportunity for minority children and their parents? What should they do to assist in inter-group adjustments and changes in attitude?

Workgroups 207, 208, 209 and 210

Migrant Children and Youth

a) How does migratory life affect the health, education and development of the young?

b) What facilities, programs and services are available and/or needed to provide adequate housing, education, recreation, religious instruction, medical care and protection for migrant children and youth? How may these be improved or expanded?

c) What should schools, churches and other agencies in the community do to assist and assimilate migrant children and their parents?

d) What are the obstacles in planning and executing programs for migrants? How may these be overcome?

# Preliminary Program

## 1960
## WHITE HOUSE CONFERENCE

WASHINGTON, D.C.

March 27—April 2, 1960

# The Call to Action

"Every ten years during this century there has been a White House Conference concerned with the Nation's children and youth. . . . These Conferences have contributed much to our present recognition of the importance of children and youth and their full development to our national future.

"A new decade will soon begin, and I am, therefore, directing that a sixth White House Conference on Children and Youth be held in March 1960. The rapidly changing times in which we live, and the increasingly fast pace of change, make it incumbent upon us to do everything we can to plan ahead and to see that we prepare today's children well for life in tomorrow's world. . . ."

Dwight D. Eisenhower

1960 White House Conference Offices:
330 Independence Avenue, S.W., Washington 25, D.C.
7

# FOREWORD

The 1960 White House Conference on Children and Youth, like its forerunners, will be a representative meeting of citizens who share a deep concern for the the children and youth of the nation, rather than a gathering narrowly centered upon problems of theory or research design. To that end the program attempts to achieve an inter-disciplinary approach—one that will attack each problem related to all segments of the community from many viewpoints simultaneously.

The program makes a two-pronged approach to consideration of the needs of children and youth. The first is through an examination of environmental influences upon young people, and is termed "The World Around the Young." The companion approach—"The Young in the World"—surveys the current scene from a personal and individual standpoint.

The structure of the Conference program provides for:

1. Five Concurrent Theme Assemblies to be addressed by major speakers on each of three days.

The aim of the first day's Theme Assemblies will be to APPRAISE our ideals and values in this changing world.

On the second day the Theme Assemblies will ASSESS the impact of today's economic, social and cultural factors on children and youth.

The third set of Theme Assemblies will direct the participants' attention to the effects of science, technology, population pressures and world events on today's children and youth, and how the young are ADAPTING to these powerful influences.

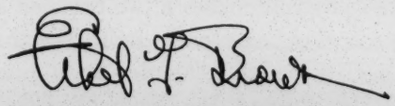
2. Eighteen concurrent Forums held Monday, Tuesday and Wednesday will feature speakers and panelists who will present facts and issues of the Forum topic against the background of the focus for the day. These foci are— successively—"Surveying What We Know"; "Surveying What We Do"; "Blueprint for the Future."

Proposals for recommendations reached in the Workgroups will be voted on by the Forums Thursday afternoon and reported to the Closing General Session on Friday.

3. Two hundred and ten Workgroups, of thirty participants each, will meet Monday, Tuesday and Wednesday afternoons to consider significant questions pertaining to children and youth.

In order that all participants may share fully in the creative work of the Conference, each will be assigned to a Theme Assembly, a Forum, and a Workgroup, and will remain with the same assignment throughout the Conference.

Thank you for the cooperation you have already demonstrated in your preparation for this Conference. The Golden Anniversary White House Conference, enriched by the contributions of thousands of workers like yourself, cannot fail to enable this nation to meet the challenges of Children and Youth not only in 1960 but in the years ahead.



MRS. ROLLIN BROWN, CHAIRMAN
President's National Committee for
The Golden Anniversary White House
Conference on Children and Youth



# GOLDEN ANNIVERSARY WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

## PRELIMINARY PROGRAM

March 27 - April 2, 1960

***Registration — Shoreham Hotel***

SATURDAY, MARCH 26 — 6:00 P.M. - 10:00 P.M.
SUNDAY, MARCH 27 — 9:00 A.M. - 10:00 P.M.

EXHIBITS ON VIEW DAILY
***Sheraton Park Hotel — Shoreham Hotel***

### SUNDAY, MARCH 27

| | |
|---|---|
| **8:00 p.m.** | Opening General Session<br>***University of Maryland - Cole Activities Bldg.*** |

### MONDAY, MARCH 28

| | |
|---|---|
| **9:00 a.m.–**<br>**10:15 a.m.** | Five Concurrent Theme Assemblies<br>*"Children and Youth 1960: Appraising Ideals and Values in Their Changing World"* |
| **10:45 a.m.–**<br>**Noon** | Eighteen Concurrent Forums<br>Focus of the Day: *"Surveying What We Know"* |
| **2:30 p.m.–**<br>**5:00 p.m.** | First Session of Workgroups |

***(See Page 6 for Forum and Workgroup Topics)***

## MONDAY, MARCH 28

| | |
|---|---|
| **8:30 p.m.** | Symphony Concert—Constitution Hall |

## TUESDAY, MARCH 29

| | |
|---|---|
| **9:00 a.m.–10:15 a.m.** | Five Concurrent Theme Assemblies<br>*"Children and Youth 1960: Assessing the Impact on Them of Economic, Social and Cultural Factors"* |
| **10:45 a.m.–Noon** | Eighteen Concurrent Forums<br>Focus of the Day: *"Surveying What We Do"* |
| **2:30 p.m.–5:00 p.m.** | Second Session of Workgroups |
| **8:00 p.m.–11:00 p.m.** | Film Showings: Reception—National Gallery of Art |

## WEDNESDAY, MARCH 30

| | |
|---|---|
| **9:00 a.m.–10:15 a.m.** | Five Concurrent Theme Assemblies<br>*"Children and Youth 1960: Adapting to Change and Innovation—The Effects on Them of Science, Technology, Population Pressures, and World Events."* |
| **10:45 a.m.–Noon** | Eighteen Concurrent Forums<br>Focus of the Day: *"Blueprint for the Future"* |
| **2:30 p.m.–5:00 p.m.** | Third Session of Workgroups |
| **6:30 p.m.–9:00 p.m.** | Workgroup Committees on same subject convene to pool their proposals for Forum recommendations. |
| **8:30 p.m.–Midnight** | Americana Ball—Sheraton Park Hotel |

## THURSDAY, MARCH 31

| | |
|---|---|
| **9:00 a.m.–Noon** | Meetings of Forum Recommendation Committees<br>Meetings of Participants by States |
| **2.30 p.m.–5:00 p.m.** | Eighteen Concurrent Forums<br>Presentation and Vote on Recommendations |
| **8:30 p.m.** | Meeting of Youth and Young Adult Participants for Review and Evaluation of the Conference |



## THURSDAY, MARCH 31

| | |
|---|---|
| **8:30 p.m.** | Meeting of International Guests for Review and Evaluation of the Conference |
| **8:30 p.m.** | Meeting of Council of National Organizations |
| **8:30 p.m.** | Film Showings |

## FRIDAY, APRIL 1

| | |
|---|---|
| **10:30 a.m.–1:00 p.m.** | Closing General Session<br>***National Guard Armory—Drill Hall***<br>*"Highlights of the Conference"*<br>Presentation of Composite Forum Recommendations<br>Closing Address:<br>*"Hopes and Aspirations: Shaping Ideals and Values for the Young in a Changing World"* |

## SATURDAY, APRIL 2

| | |
|---|---|
| **9:00 a.m.** | Meeting of the President's National Committee<br>Sheraton Park Hotel |

# FORUMS AND WORKGROUPS

Two hundred and ten Workgroups, divided into eighteen Forums, are listed below. Each Workgroup will consider problem areas and concerns, as well as proposals for recommendations that will be voted on in individual Forums.

## THE WORLD AROUND THE YOUNG
***(Forums I — IX)***

***Forum I*—ENVIRONMENT**
***Social Conditions and Physical Facilities which Affect the Development of the Young***

WORKGROUPS 1, 2, 3 and 4 **The Improvement of Urban Environments through Physical and Social Planning**

WORKGROUPS 5, 6, 7 and 8 **The Improvement of Suburban and Exurban Environments through Physical and Social Planning**

WORKGROUPS 9 and 10 **The Improvement of Rural Environments through Physical and Social Planning**

***Forum II*—MOBILITY**
***Population Shifts and Changes in Health and Living Conditions, Education, Employment, and Social Situations which Affect the Young in the Community***

WORKGROUPS 11 and 12 **The Effects of Mobility on Health and Living Conditions**

WORKGROUPS 13 and 14 **The Effects of Mobility on Education**

WORKGROUPS 15 and 16 **The Effects of Mobility on Employment**

WORKGROUPS 17 and 18 **The Effects of Mobility on Social and Cultural Relationships**

WORKGROUPS 19 and 20 **The Effects of Social Mobility on the Development of the Young**



***Forum III*—SUPPORT**
***Family Economic Conditions which Affect the Development of the Young***

WORKGROUPS 21 and 22 **The Effects of the "Affluent Society"**

WORKGROUPS 23 and 24 **The Effects of Changing Employment Conditions on Family Life and Standards of Living**

WORKGROUPS 25 and 26 **The Effects of Family Unemployment on Children and Youth**

WORKGROUPS 27 and 28 **The Effects of Inadequate Family Income on Children and Youth**

WORKGROUPS 29 and 30 **The Effects on Children and Youth of the Employment of the Mother Outside the Home**

***Forum IV*—NURTURE**
***Family Life: Attitudes and Practices in Child-Bearing and Child-Rearing***

WORKGROUPS 31, 32, 33 and 34 **Current Trends in Marriage and Family Size and their Influence on the Young**

WORKGROUPS 35, 36, 37 and 38 **Family Relationships and their Influence on the Young**

WORKGROUPS 39, 40, 41 and 42 **"Problem Families" and their Influence on the Young**

***Forum V*—OPPORTUNITY**
***Freedom to Participate in Community Life and its Effects on the Young***

WORKGROUPS 43, 44 and 45 **Health, Welfare, Housing and Recreational Situations that Limit Opportunities for Children and Youth**

WORKGROUPS 46, 47 and 48 **Educational Situations that Limit Opportunities for Children and Youth**

WORKGROUPS 49, 50 and 51 **Employment Situations that Limit Opportunities for Children and Youth**

WORKGROUPS 52, 53 and 54 **Civic and Social Situations that Limit Opportunities for Children and Youth**

***Forum VI*—Free Time**

***Constructive and Non-Constructive Uses of Free-Time and their Effects on the Young***

Workgroups 55, 56, 57 and 58 **Resources for Leisure Time Learning and Recreation**

Workgroups 59, 60, 61 and 62 **Resources for Cultural Enrichment and Participation in the Arts**

Workgroups 63, 64, 65 and 66 **Resources for Participation in Religious and Community Life**

***Forum VII*—Mass Communication**

***Trends in Media of Information, Entertainment and Culture which Affect the Development of the Young***

Workgroups 67, 68, 69 and 70 **Radio and TV and their Effects on Children and Youth**

Workgroups 71 and 72 **Films and Plays and their Effects on Children and Youth**

Workgroups 73, 74 and 75 **Books, Magazines and Newspapers and their Effects on Children and Youth**

Workgroups 76, 77 and 78 **Comic Books and Comic Strips and their Effects on Children and Youth**

***Forum VIII*—Human Resources**

***Ensuring Necessary Services to Children and Youth through Effective Personnel***

Workgroups 79, 80, 81 and 82 **Immediate Personnel Needs and Ways of Meeting Them**

Workgroups 83, 84, 85 and 86 **Future Personnel Needs and Ways of Meeting Them**

***Forum IX*—Beliefs**

***Religious, Spiritual and Secular Beliefs and Personal Codes of Conduct which Affect the Development of the Young***



Workgroups 87, 88, 89 and 90 **The Significance of Personal Faith for Children and Youth**

Workgroups 91, 92, 93 and 94 **The Significance of the Values and Ideals of our Nation and Society for Children and Youth**

Workgroups 95, 96, 97 and 98 **The Significance of Ethical Principles and a Personal Code of Conduct for Children and Youth**

## THE YOUNG IN THE WORLD

## *(Forums X — XVIII)*

***Forum X*—Moving Toward Maturity: Birth to Puberty**

***Growth, Care and Training of Body, Mind and Emotions***

Workgroups 99, 100 and 101 **Infancy**

Workgroups 102, 103, 104 and 105 **Early Childhood**

Workgroups 106, 107 and 108 **Childhood**

Workgroups 109 and 110 **Pre-Adolescence**

***Forum XI*—Moving Toward Maturity: Puberty to Young Adulthood**

***Growth, Care and Training of Body, Mind and Emotions***

Workgroups 111, 112, 113 and 114 **Early Adolescence**

Workgroups 115, 116, 117 and 118 **Later Adolescence**

Workgroups 119 and 120 **Young Adulthood**

***Forum XII*—The Young as Learners and Thinkers**

***Educating Each Child to his Full Potential***

Workgroups 121, 122, 123 and 124 **Education for Children and Youth in Elementary and Secondary Schools**

WORKGROUPS 125 and 126 **Education for Youth in Colleges and Universities**

WORKGROUPS 127, 128 and 129 **Education for Gifted Children and Youth**

WORKGROUPS 130, 131 and 132 **Education for Slow-Learners**

WORKGROUPS 133 and 134 **Education for Rural Children and Youth**

### *Forum XIII*—THE YOUNG AS DOERS
***Involving the Young in Work and Responsibilities***

WORKGROUPS 135, 136 and 137 **Children and Youth in School and College**

WORKGROUPS 138, 139, 140 and 141 **Youth in Transition from School or College to Work**

WORKGROUPS 142, 143 and 144 **Youth at Work**

### *Forum XIV*—THE YOUNG AS CITIZENS
***Involving the Young in Service to the Community and the Nation***

WORKGROUPS 145, 146, 147 and 148 **The Obligations of Citizenship**

WORKGROUPS 149, 150 and 151 **The Obligations of Voluntary Community Service**

WORKGROUPS 152, 153 and 154 **The Obligations of Military Service**

### *Forum XV*—THE YOUNG WITH MENTAL HANDICAPS
***Knowing, Understanding and Helping the Mentally Handicapped***

WORKGROUPS 155 and 156 **Identification and Treatment**

WORKGROUPS 157 and 158 **The Role of the Schools**

WORKGROUPS 159 and 160 **The Role of the Family**

WORKGROUPS 161 and 162 **The Role of Institutions**

WORKGROUPS 163 and 164 **The Role of the Community**



### *Forum XVI*—THE YOUNG WITH PHYSICAL HANDICAPS
***Knowing, Understanding and Helping the Physically Handicapped***

WORKGROUPS 165, 166, 167 and 168 **The Role of Medicine and Health Services**

WORKGROUPS 169, 170 and 171 **The Role of the Schools**

WORKGROUPS 172 and 173 **The Role of the Family and the Community**

WORKGROUPS 174, 175 and 176 **The Role of Vocational Rehabilitation and Employment**

### *Forum XVII*—THE YOUNG IN CONFLICT
***Knowing, Understanding and Helping the Maladjusted***

WORKGROUPS 177, 178 and 179 **Emotionally Disturbed Children and Youth: Causes, Diagnosis and Prevention**

WORKGROUPS 180, 181 and 182 **Emotionally Disturbed Children and Youth: Treatment and Rehabilitation**

WORKGROUPS 183, 184, 185 and 186 **Delinquent Children and Youth: Identification**

WORKGROUPS 187, 188, 189 and 190 **Children and Youth in Danger of Deliquency: Prevention through School and Community**

WORKGROUPS 191, 192, 193 and 194 **Delinquent Children and Youth: Correction and Treatment through Courts and Institutions**

### *Forum XVIII*—THE YOUNG WITH SOCIAL HANDICAPS
***Knowing, Understanding and Helping the Socially Handicapped***

WORKGROUPS 195 and 196 **Neglected Children and Youth**

WORKGROUPS 197, 198, 199 and 200 **Children of Unmarried Parents**

WORKGROUPS 201, 202, 203, 204, 205 and 206 **Children and Youth of Minority Groups**

WORKGROUPS 207, 208, 209 and 210 **Migrant Children and Youth**

# GOLDEN ANNIVERSARY WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

## COMMITTEE ON PROGRAM

DR. PHILIP S. BARBA, *Chairman*

DR. RUTH D. FREEMAN

VERY REV. MSGR. RAYMOND J. GALLAGHER

MR. MELVIN A. GLASSER

MR. JOSEPH H. REID

MISS KAREN SANCHEZ

MR. ROY SORENSON

REV. DR. WILLIAM J. VILLAUME

DR. DOROTHY WOODWARD

MRS. FRANCES T. CAHN, *Director of Program Planning*

MISS NANCY S. HORNE, *Program Assistant*



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**Honorary Vice Chairman — THE HONORABLE ARTHUR S. FLEMMING**
**Chairman — MRS. ROLLIN BROWN**

**Vice Chairmen**

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Mrs. BOWDEN D. WARD
Miss COLLIER WEBB
Dr. ELLEN WINSTON
Dr. DOROTHY WOODWARD
Mr. WHITNEY M. YOUNG, JR.

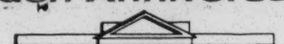
Executive Committee is comprised of the officers and members at large whose names are preceded by an asterisk.

**Executive Director — EPHRAIM R. GOMBERG**

**Associate Director — MRS. ISABELLA J. JONES**

Rt. to HCF

Golden Anniversary



# WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

HONORARY CHAIRMAN
Dwight D. Eisenhower, President of the United States

HONORARY VICE CHAIRMAN
Arthur S. Flemming, Secretary Health, Education and Welfare

NATIONAL CHAIRMAN
Mrs. Rollin Brown

CONFERENCE DIRECTOR
Ephraim R. Gomberg

February 9, 1960

Mr. Harold C. Flemming
Executive Director
Southern Regional Council, Inc.
63 Auburn Avenue, N.E. - Room 432
Atlanta 3, Georgia

Dear Mr. Flemming:

Dr. Philip Barba, Chairman of the Program Committee, recently advised you that additional details relating to your participation in the 1960 White House Conference on Children and Youth would be sent as soon as specific plans had been finalized.

We are delighted that you have accepted our invitation to speak at Forum XVIII - The Young with Social Handicaps, on Tuesday, March 29. This session will be held in the Main Ballroom of the Shoreham Hotel, 2500 Calvert Street, N.W., from 10:45 to 12:00 noon. Each of the four speakers will address the Forum participants for about 15 minutes.

As you know this is a Citizens Conference devoted to children and youth and I am sure you share our confidence that partisan politics are inappropriate for inclusion in any of the presentations.

I am sure you realize meetings will have to convene and adjourn on schedule. Consequently we would appreciate your adhering to the time allocation referred to in Dr. Barba's earlier letter. To assist you in the preparation of your paper we suggest that you allow two minutes to a page, double space, with one inch margins.

We will need a copy of your speech for press purposes as well as for inclusion in the proceedings and sincerely hope you can get it to us by March 15, 1960. Also, will you kindly advise how you would like your name and title shown on the Conference program.

Rooms have been reserved for speakers and we are enclosing a reservation blank. We would appreciate your sending it directly to the WHCCY HOUSING BUREAU, 1616 K. Street, N. W., Washington, D.C.

330 Independence Ave. S.W., Washington 25, D.C. EXecutive 3-6300

As a speaker you will receive shortly certain materials prepared for the 7000 participants who will be in attendance at the Golden Anniversary Conference on Children and Youth.

Your invitation entitles you to attend other sessions of the Conference. If you plan to do so and wish to participate in any of the workshops, please fill out the enclosed form. No fee of course is required.

We will have headquarter offices at the Sheraton-Park Hotel, Suite 100-C, and will be glad to render whatever service we can to make your stay in Washington pleasant.

Sincerely yours,

Frances T. Cahn

Frances T. Cahn
Director of Program Planning

Enclosure

NO FEE REQUIRED

(Return this entire sheet in the enclosed envelope addressed to the Golden Anniversary White House Conference on Children and Youth, 330 Independence Avenue, S. W., Washington 25, D. C.)

## CONFERENCE REGISTRATION FORM

**(All information must be supplied to complete registration. Please print.)**

NAME _____
*(Last)* *(Mrs., Mr., Dr., etc.)* *(First)* *(Initial)*

MAILING ADDRESS _____
*(Street)* *(City, zone)* *(State)* *(Country)*

NOMINATED BY _____
*(Name of Organization, State Committee, or Federal Agency)*

### WORKGROUP ASSIGNMENT DATA

Workgroup assignments will be based on the following information. Please fill out completely.

Check one only in each of the following categories:

Age: 16 – 21 ☐ 22 and over ☐ Sex: Male ☐ Female ☐ Urban ☐ Rural ☐

Profession or Special Interest:

Welfare ☐ Health ☐ Education ☐
Law ☐ Government ☐ Industry ☐ Other ☐

Read the Preliminary Program for an explanation of FORUM topics and WORKGROUP subjects. As you will note there are several WORKGROUPS on the same subject. Please indicate below, in preferential order, six WORKGROUP selections in terms of WORKGROUP number series. Treat each series as one selection.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

*(Do Not Detach)*

---

## CONFERENCE FEE FORM

Registrations can not be processed nor room reservations confirmed until we receive your completed Conference Registration Form accompanied by the $20.00 Conference Fee.

Conference Fee (not refundable) – $20
Make payable to: Golden Anniversary White House Conference on Children and Youth, Inc.

Check No. _____

Money Order No. _____

NO FEE REQUIRED

Your Name _____ Paid by _____
*(Fill in only if payment by someone other than self)*

*BE SURE TO ENCLOSE CHECK OR MONEY ORDER*

Rt file to HCF

February 18, 1960

Mrs. Frances T. Cahn
Director of Program Planning
White House Conference on Children
and Youth
330 Independence Avenue, S. W.
Washington 25, D. C.

Dear Mrs. Cahn:

Thank you for your letter of February 9 giving Mr. Fleming full details of his part on the program of the Golden Anniversary of WHCCY.

The application for hotel reservations, which y ou enclosed, has been filled in and mailed today. We will make certain that a copy of Mr. Fleming's speech is in your hands before the March 15 deadline, as you have requested.

Mr. Fleming should be listed in your Conference program as follows:

Harold C. Fleming
Executive Director
Southern Regional Council

I'm sure Mr. Fleming is looking forward to participation in this important program.

Sincerely,

(Mrs.) Mildred Flowers
Secretary to the Director

MF

Golden Anniversary

# WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

HONORARY CHAIRMAN
Dwight D. Eisenhower, President of the United States

HONORARY VICE CHAIRMAN
Arthur S. Flemming, Secretary Health, Education and Welfare

NATIONAL CHAIRMAN
Mrs. Rollin Brown

CONFERENCE DIRECTOR
Ephraim R. Gomberg

March 1, 1960

Dear Mr. Fleming:

All of us who have been working so closely with pre-Conference planning for these many months have had as our goal the creation of a very receptive public attitude toward the recommendations of the Conference, whatever they may be. We want every person in the country to be at least aware of the Conference and, ideally, to do what he can to help put its findings into practice.

If this goal is to be achieved, we must use every tool available. One of the most important of these tools is newspaper, radio and television publicity.

At the Conference, YOU will be a newsmaker. What you say to the Conference participants will be re-told to the people of the world through the efforts of approximately 500 reporters expected to attend. They will want to know about you. The Interpretation staff must supply the answers.

This is how you can help: Attached you will find an easy-to-use form that we would like you to fill out and send to us by return mail.

There is another way in which you can help us achieve our goal. We will need an advance text of your speech sent to the Director of Interpretation by no later than March 15, as explained in a letter sent to you recently by Mrs. Frances Cahn, directing Program Planning.

The unique Conference program structure presents some difficulties from the point of view of coverage in that all meetings are concurrent. Members of the Washington press corps have made it plain to us that advance texts are essential if adequate and accurate coverage is to be given. Since the very purpose of the Conference is to promote opportunities for children and youth to grow in freedom and dignity, we feel that this good coverage is absolutely essential.

Thank you so much for your help. I hope to get a chance to see you and talk to you in Washington at the Conference.

Very truly yours,

Virginia Jacobsen

Mrs. Berne S. Jacobsen
Chairman, Conference Interpretation

330 Independence Ave. S.W., Washington 25, D.C. EXecutive 3-6300

Golden Anniversary

# WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

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of the United States

HONORARY VICE CHAIRMAN
Arthur S. Flemming, Secretary
Health, Education and Welfare

NATIONAL CHAIRMAN
Mrs. Rollin Brown

CONFERENCE DIRECTOR
Ephraim R. Gomberg

March 9, 1960

Mr. Harold C. Fleming
Executive Director
Southern Regional Council, Inc.
Room 432, 63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Mr. Fleming:

We are delighted that you will be a speaker at the 1960 White House Conference on Children and Youth and know your presentation will add immeasurably to the success of the Conference.

Unless you plan to register at the Shoreham Hotel before the first Theme Assembly on Monday morning, March 28, we have arranged for your registration at the headquarters where you will speak. Please come to the address shown below at least 15 minutes prior to the opening of your session to receive your badge and be introduced to the Chairman of the day and those who will share the platform with you.

Again our appreciation and sincere thanks for your active participation in the Golden Anniversary White House Conference.

Sincerely,

Frances T. Cahn

Frances T. Cahn
Director of Program Planning

**LOCATION**

Main Ballroom
Shoreham Hotel
2500 Calvert Street, N. W.

**REGISTRATION**

Place: Program Desk
East Side Main Lobby

330 Independence Ave. S.W., Washington 25, D.C. EXecutive 3-6300

Memo

FROM THE DESK OF **MILDRED FLOWERS**

March 28, 1960

Mr. Young,

Here's a copy of Harold's speech which he says you will be good enough to read in his absence.

Prepared for Delivery at the White House Conference on Children and Youth Forum XVIII, March 29, 1960

# SCHOOL DESEGREGATION: THE CASE FOR THE CHILDREN

Harold C. Fleming
Executive Director
Southern Regional Council

In less than two months, we will observe the sixth anniversary of the Supreme Court's historic school desegregation decision. It may be appropriate, therefore, to consider for a few minutes some of the vexing problems that have stemmed from the Court's ruling.

This was a decision about children. It may seem superfluous to say so, but unfortunately the fact is either forgotten or denied by many of our people. In the six turbulent years since the decision was rendered, the resulting public concern and controversy have centered on various issues: states rights versus federal authority; the legality -- or illegality -- of interposition; state-supported private schools; laws regulating the sale of dynamite; the use of troops to put down mob violence; injunctions, contempt actions; church-state relations.

The list could be extended, but the point is that the segregation controversy has been mainly a battle of abstractions. The "hearts and minds" of children, which Chief Justice Warren cited as the crux of the matter, have rarely been referred to since.

Of course, children have been mentioned in connection with desegregation. But they also tend to be abstract, statistical children, seen grotesquely in terms of median achievement scores, delinquency and illegitimacy rates, and the probable future incidence of interracial matrimony.

I am speaking of the area I know best, the South, where school desegregation is still a political and contested issue. There are indications that similar problems exist elsewhere in the nation; but, whether so or not, these difficulties in the South are of national concern, and the way in which they are finally resolved will depend heavily on national opinion.

The objective should be to deliver the problems of school desegregation from the exclusive control of lawyers and politicians, to bring into play the knowledge and skills of education, psychology, and other applied social sciences. To the extent that the children and youth involved can speak for themselves, we will do well to listen. To the extent that they cannot, let those who specialize in their development and education be heard.

It is clear that for some time to come the judgment of the courts will determine the speed and nature of desegregation. With all the conscientiousness in the world -- and most federal judges have shown a commendable amount -- they have been guided by little educational evidence. In most cases, desegregation plans have been created not by educators but by lawyers. So we should not be surprised to find that most such plans are devised to keep desegregation to a minimum, to placate extremists, to conform to folklore and popular preconceptions about racial differences, or to meet the intricate needs of local politics. In short, anything and everything except how best to meet the educational needs of the community's children through a non-discriminatory school system.

Let us look at one example of the kind of plan that results from the political and legal rather than the educational approach. In a Deep South city within recent months, the school board (or rather its lawyers) has proposed, and the federal district judge has approved, a plan that (a) puts the burden of seeking non-segregated assignments wholly on Negro pupils and their parents; (b) starts the process at the twelfth grade, moving downward one grade a year; (c) subjects the Negro applicant to pupil placement criteria that include law and order, psychological adjustment, home environment, health, morals, and "personal standards" -- as if these concerns should not apply equally to all schools and all pupils in the community.

Plainly the educational needs of children have little to do with such a plan. The educators' responsibility to establish sound and efficient school attendance areas is forfeited; instead, we find a haphazard pattern determined by which Negroes, if any, are hardy enough to run the gauntlet of a hostile school board.

Secondly, we have a grade-a-year stairstep plan beginning at the top, where the cumulative effects of discrimination make for the widest possible achievement gap between white and Negro pupils. It has the further effect of starting desegregation at the grade level where adverse racial attitudes are most firmly set and behavior problems are likely to be greatest. It is also the grade level at which transfer creates the greatest dislocation for the pupil, at the very end of his public school

career. Of course, all of these educational defects -- if they were considered at all -- were justified by the plan's effectiveness in discouraging Negro transfers and holding desegregation to an absolute minimum.

The irony is that, by local political standards, this dismal plan is downright radical, and may well be blocked by closing the public schools altogether.

On this score, the general public suffers even more than the courts from misinformation. The people have been long and repeatedly assured by influential spokesmen that their children will be as well off under a mass conversion to private schools. As yet, they have heard nothing at all from the state education association, or from most official agencies professionally concerned with the welfare of the young.

Underlying this particular situation is a condition that is chronic in large areas of the country -- the acceptance of popular assumptions about school desegregation that are unsupported by experience, but are rarely authoritatively challenged. Chief among these is the assumption that desegregation leads inevitably to drastically lowered academic standards and heightened disciplinary problems. This belief buttresses the preference for makeshift private schools over even slightly desegregated public schools. It is also a mainstay of "token integration" and of the harsh pupil placement criteria that have achieved such popularity and have so far won the approval of the courts.

Yet, surveying the experience of desegregated school systems, the Southern Regional Council has not found a shred of evidence to support this dire assumption. We have found no studies that show any significant deterioration of academic or disciplinary standards as a result of desegregation. Nor have we found any statements by school superintendents complaining of such effects. On the contrary, a number of Southern superintendents, queried specifically on this point by the Civil Rights Commission, reported that academic standards had remained unchanged or had actually improved following desegrogation. Some gave less definite answers, but not a single one held that standards had declined.

The few well-studied school systems desegregated in recent years provide impressive evidence of a favorable sort. In Louisville, which has a thorough-going testing program, the Negro pupils' academic performance improved markedly during the first two years of desegregation, and the white pupils also showed a slight gain. There was no perceptible increase in delinquency among whites or Negroes.

One of the most encouraging records is that of the Washington, D. C., school system -- which, ironically, is held up in the South and elsewhere as the horrible example of integration's evils. The well documented facts are that academic achievement has risen above the national norms in most subjects since the system was desegregated, and delinquency rates have substantially

declined. And this in a school system with an enrollment now 74% Negro. For the honest skeptic, these findings are available in detailed reports by Superintendent Carl Hansen and others.

My point is that hundreds of communities and a dozen or more federal judges are grappling with the issue of school desegregation on the basis of unfounded assumptions and fears widely accepted as facts. I am not contending that all the information needed is available, or that new evidence may not alter the optimistic findings just cited. But I am suggesting that public policies as crucial for the welfare of our youth as school desegregation should not be determined without the benefit of the best informed opinion available.

How can the gap be closed? Here are a few of many possible suggestions:

(1) The national government can help enormously by more assessment of the kind provided last year by Secretary Arthur Flemming in the case of closed schools in Little Rock and Virginia. Mr. Flemming's statement on the educational damage done to hundreds of young people in these situations had a sobering and salutary effect.

(2) There are now a host of communities where the problems and opportunities to be found in school desegregation can be measured. A massive fact-finding and information effort, preferably under official auspices, would dispel much of the fog

which now shrouds this major social change. And flesh-and-blood children would be the beneficiaries.

(3) The courts are steadily hearing school cases, and, unhappily, will continue doing so for some time to come. Educational and youth-serving agencies surely have something to say to them. Understandably, many would be reluctant to align themselves with parties to the litigation. But they could offer friend-of-the-court briefs spelling out the consequences for children of the alternative courses of action under consideration.

There are other, and perhaps better, ways to accomplish the purpose I have indicated. There are also other areas than school desegregation that call for intervention of this kind. The important thing is that it not be said of this time that no one spoke for the children -- or that too few spoke too softly.

*from*

ODOM FANNING

3/31/60

Dear Harold,

You can't even be sick without the AP spreading the word coast to coast! Hope it was a cold, not cold feet, and that you're well again. Your publications are terrific! Keep it up, and let us hear from you. All's well here.

Best regards,

Odom

KANSAS CITY TIMES
March 30, 1960

# DESEGREGATION IS CONFERENCE TOPIC

**Harold Fleming Asks That the Voice of Youth and Education Be Heard.**

## THIRD DAY OF THE TALKS

**Two Texas Religious Leaders Discuss the Place of the Church in the Program.**

Washington, March 29.(AP) — Harold C. Fleming of Atlanta, director of the Southern regional council, said today that school integration should be delivered "from the exclusive control of lawyers and politicians" and that the voices of children and youth—or those who specialize in their education — should be heard.

Fleming was ill and his speech was read before a forum session of the 1960 White House conference on children and youth.

**Others on Desegregation.**

Desegregation was discussed by several other speakers at the third session of the conference which is devoted to problems of America's youngsters.

Kimball Wiles, of the University of Florida, said historians looking back over the 1950's probably "will place the fight for increased civil liberties of minority groups second in importance to our entering the space age."

Fleming said the segregation controversy has become "mainly a battle of abstractions" involving legality or illegality and such things as states rights, injunctions, regulation of the sale of dynamite.

"The 'hearts and minds' of children, which Chief Justice Warren cited as the crux of the matter, have rarely been referred to since," he said.

**Record in Washington.**

One of the most encouraging records, Fleming said, is the Washington, D. C. school system, where the enrollment is 74 per cent Negro.

"Academic achievement has risen above the national norm in most subjects since the system was desegregated and delinquency rates have substantially declined," Fleming said.

Two Texas religious leaders said the church has an opportunity and a responsibility in shaping the lives of the physically handicapped and the delinquent.

Mrs. Will Wilson, wife of the Texas attorney general and a delegate to the conference, said more attention should be devoted to emotionally handicapped youngsters.

The President of the United States

invites

Mr. Harold C. Fleming

to participate in the meetings of the

Golden Anniversary White House Conference on Children and Youth

to be held in the City of Washington

March twenty-seventh to April first

Nineteen hundred and sixty

The Golden Anniversary White House Conference
on Children and Youth

cordially invites you to a

Gala Concert

by the

National Symphony Orchestra

Dr. Howard Mitchell, Conductor

Monday, March twenty-eighth
Nineteen hundred and sixty
at eight-thirty o'clock

Constitution Hall
Washington, District of Columbia

$1.50 per person R.S.V.P.

(see back page)

Participants in the Golden Anniversary White House Conference on Children and Youth will be honored at this special concert by the National Symphony Orchestra, one of America's best known and truly great orchestras. The seating capacity is limited, so please make your reservations promptly—*the deadline is February 15.*

This invitation entitles you to a special price of $1.50 per ticket. Tickets will not be sold at the box office.

*Please fill in and tear off the blank below and mail to CONCERT, White House Conference on Children and Youth, 330 Independence Avenue, S.W., Washington 25, D. C., by February 15, WITH YOUR CHECK OR MONEY ORDER payable to Golden Anniversary White House Conference on Children and Youth. Your tickets will not be mailed to you—they may be claimed at the Shoreham Hotel Concert Booth on March 26, 27, or 28.*

(DETACH ON DOTTED LINE)

---

I enclose $..... for ..... tickets @ $1.50 for the Gala Concert on Monday, March 28, 1960 at Constitution Hall. I understand my tickets will be held for me at the Concert Booth, Shoreham Hotel, to be claimed by me on March 26, 27, or 28.

NAME (Please Print).....

STREET.....

CITY, ZONE, STATE.....

*Golden Anniversary*

# WHITE HOUSE CONFERENCE ON CHILDREN and YOUTH

*". . . for a creative life in freedom and dignity"*

MARCH 27-APRIL 2, 1960

WASHINGTON, D. C.

## THE CALL TO ACTION

"Every ten years during this century there has been a White House Conference concerned with the Nation's children and youth. . . . These conferences have contributed much to our present recognition of the importance of children and youth and their full development to our national future.

"A new decade will soon begin, and I am, therefore, directing that a sixth White House Conference on Children and Youth be held in March 1960. The rapidly changing times in which we live, and the increasingly fast pace of change, make it incumbent upon us to do everything we can to plan ahead and to see that we prepare today's children well for life in tomorrow's world. . . ."

Dwight D. Eisenhower

## WHAT IT'S ABOUT

The Golden Anniversary Conference, to be held in Washington, D. C., March 27 to April 2, 1960, has been called "the greatest single undertaking of our time in behalf of our young people."

*Its purpose*—"to promote opportunities for children and youth to realize their full potential for a creative life in freedom and dignity."

*Its focus*—on the effects of our rapidly changing world on the development of our young . . . on appraising and reappraising the values and ideals we live by . . . on studying the factors that influence individual fulfillment—family, religion, education, health, community life.

Right now, several million citizens, plus private and public agencies at local, state, and national levels, are at work preparing for the Conference. The pre-Conference materials they are developing during the year before the Washington meetings, plus the plans for carrying out the recommendations in the decade that follows, point up this significant fact—

*The Golden Anniversary White House Conference on Children and Youth is a process rather than six days of meetings—an eleven year process of earnest study and action that continues until the next Conference in 1970.*

The 1960 Conference, bringing together some 7,000 delegates on invitation of the President, will provide the rallying point—the springboard for a concerted attack on virtually every question that affects the well-being of the next generation and hope for a more rewarding tomorrow. For this reason, it is truly a *total approach to the total concerns of young people.*

## HOW IT BEGAN

In 1908 James West and Theodore Dreiser called on President Theodore Roosevelt to discuss the plight of orphaned children. So impressed was the President that on Christmas Day he personally addressed 217 invitations requesting people from all over the Nation to attend a White House Conference in January of 1909.

## WHAT HAS HAPPENED

This first Conference gave impetus to the establishment of the United States Children's Bureau in 1912, the enactment of child labor laws, and the organization of the first national voluntary agency concerned with the welfare of children. In each decade that followed, a White House Conference on children and youth called by the President left its mark—

1919—Established national responsibility in setting minimum health and welfare standards for mothers and children.

1930—Produced the most comprehensive collection of data on the health and welfare of children ever assembled, including the Children's Charter.

1940—Led to strengthening of personnel and training standards in equipping American children "for the successful practice of democracy."

1950—Endorsed a platform for meeting the problems which prevent young people from achieving healthy personalities; developed machinery for continuing activity during the time between Conferences.

## HOW IT IS ORGANIZED

The National Committee of 92 distinguished citizens appointed by President Eisenhower has been organized into major committees on Conference studies, interpretation, organization and arrangements, finance and follow-up.

### Joined for Action—

A National Council of State Committees, representing governor-appointed committees from 50 states, three island territories, the District of Columbia and the Commonwealth of Puerto Rico.

A Council of National Organizations representing about 500 voluntary groups and . . .

An Interdepartmental Committee on Children and Youth representing 34 agencies of the Federal Government.

### It's a Citizens' Conference—

"This Conference will be run by the people of the United States, acting through their local, state and national organizations in cooperation with the National Committee. . . . This is the only way that such a conference can truly reflect the desires and aspirations of the American people for the children and youth of this country." *Arthur S. Flemming, Secretary of Health, Education and Welfare.*

## WHO WILL ATTEND

Invitations to the White House Conference in Washington will be issued by the President on recommendation of the Committee on Invitations and Credentials. The Conference participants will include nominees of State Committees and national organizations. Also attending will be 700 young people, national leaders and 500 international guests.

## HOW IT IS FINANCED

The financing will be derived in major part from the citizenry through grants from foundations and contributions by organizations, industry and individuals. . . . with the Federal Government providing funds in the budget of the Children's Bureau, Department of Health, Education and Welfare, for basic organization.

## HOW YOU CAN PARTICIPATE

—*Urge* local and state groups to which you belong to inform themselves about the Golden Anniversary White House Conference.

—*Attend* meetings that are being held in the pre-Conference period to discuss problems of children and youth.

—*Join* in programs relating to children and youth that are under the sponsorship of your State Committee.

—*Act* to improve services in your community and state to meet the needs of children and youth.

—*Write* to your State Committee on Children and Youth to learn how you can participate in other ways.

***Every citizen has a vital stake in the future well-being of our young people. That's why it's a citizens' conference—why it's YOURS for a more rewarding tomorrow.***


GOLDEN ANNIVERSARY
WHITE HOUSE CONFERENCE
ON CHILDREN AND YOUTH
330 Independence Avenue, S.W.
Washington 25, D. C.





**PRESIDENT'S NATIONAL COMMITTEE**
**for the**
**WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH**

Honorary Chairman — President Dwight D. Eisenhower
Honorary Vice Chairman — The Honorable Arthur S. Flemming
Chairman — Mrs. Rollin Brown

Vice Chairmen

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Dr. Philip S. Barba
Mrs. James E. Blue
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Dr. Ruth Freeman
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Dr. Zelma Watson George
*Dr. Eli Ginzberg
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Mrs. David Graham
Mr. Theodore Granik
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Dr. Helen R. LeBaron
Rt. Rev. Arthur Carl Lichtenberger
Mr. Harry M. Lindquist
*Judge Donald E. Long
Mrs. Nicholas Longworth
Mrs. Robert H. Mahoney
Miss Susanna Matthews
Mrs. Alvin A. Morrison
Rev. Edward J. McGovern
Mr. Albert J. Nesbitt
Miss Vera L. Newburn
Rev. Dr. Guy D. Newman
Mrs. James C. Parker
Mr. Paul W. Philips
Captain Frank J. Popello
Dr. Walter L. Portteus
Mr. William L. Pressly
Dr. Samuel DeWitt Proctor
*Mr. Joseph Reid
Mrs. Laura G. T. Robinson
Mrs. Rutherford Rowan
Miss Karen Sanchez
Mr. Peter T. Schoemann
Dr. Arthur A. Schuck
Dr. Milton J. E. Senn
Dr. Alfred R. Shands, Jr.
Miss Gladys Sheridan
*Mr. Roy Sorenson
Miss Sue Stewart
Dr. Joseph Stokes
Mr. John Tannehill
Dr. Ralph W. Tyler
Miss Harriet L. Tynes
Mrs. Bowden D. Ward
Miss Collier Webb
Dr. Ellen Winston
Dr. Dorothy Woodward
Mr. Whitney M. Young, Jr.

Executive Committee is comprised of the officers and members at large whose names are preceded by an asterisk.

Executive Director — Ephraim R. Gomberg
Associate Director — Mrs. Isabella J. Jones

Golden Anniversary

# WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

HONORARY CHAIRMAN
Dwight D. Eisenhower, President
of the United States

HONORARY VICE CHAIRMAN
Arthur S. Flemming, Secretary
Health, Education and Welfare

NATIONAL CHAIRMAN
Mrs. Rollin Brown

CONFERENCE DIRECTOR
Ephraim R. Gomberg

April 25, 1960

TO : Program participants

FROM : Joan Gaines, Director, Conference Interpretation

Many thanks to you for your wonderful cooperation in sending us information about yourself to facilitate press coverage of the White House Conference.

We are returning the photographs which you were kind enough to furnish as we are sure that you will wish to make use of them in the future. If any specific request for your photo should come to this office, we shall be in touch with you again.

Congratulations on your very newsworthy role in the program of the White House Conference.

Enc:

330 Independence Ave. S.W., Washington 25, D.C. EXecutive 3-6300

Golden Anniversary

# WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

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NATIONAL CHAIRMAN
Mrs. Rollin Brown

CONFERENCE DIRECTOR
Ephraim R. Gomberg

May 11, 1960

Mr. Harold C. Fleming
Executive Director
Southern Regional Council, Inc.
Room 432, 63 Auburn Avenue, N.E.
Atlanta 3, Georgia

Dear Mr. Fleming:

The Forum was the heart of the Golden Anniversary White House Conference on Children and Youth. You made that heart "tick" with your splendid contribution.

In the weeks since the Conference high praise has been lavished on the quality of the Forum meetings and on the presentations that were made. You must share this praise especially since it comes from the participants themselves. With it goes our deep and sincere appreciation.

Sincerely,

Mrs. Rollin Brown
National Chairman

Ephraim R. Gomberg
Ephraim R. Gomberg
Executive Director

330 Independence Ave. S.W., Washington 25, D.C. EXecutive 3-6300

Golden Anniversary

# WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

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Arthur S. Flemming, Secretary Health, Education and Welfare

NATIONAL CHAIRMAN
Mrs. Rollin Brown

CONFERENCE DIRECTOR
Ephraim R. Gomberg

June 30, 1960

Mr. Harold C. Fleming, Exec. Dir.
Southern Regional Council, Inc.
63 Auburn Avenue, N.E.
Atlanta, Georgia

Dear Mr. Fleming:

In our preparation of the Proceedings for the White House Conference, we are faced with the difficult problem of abstracting 192 assembly and forum addresses in little more than 100 printed pages. This allocation allows 225 words to the abstract of your talk.

In order to use this brief space to maximum effectiveness, and to bring out the points which you would like to emphasize, we would welcome receiving an abstract of this length from you by July 15. This early deadline is necessary if we are to meet editorial deadlines. If we do not hear from you by then, the abstract will be prepared by Conference staff.

Thank you for your cooperation.

Sincerely,

Harold Orlans

Harold Orlans
Director of Conference Studies

330 Independence Ave. S.W., Washington 25, D.C. EXecutive 3-6300

Abstract of Presentation at the
White House Conference on Children and Youth
Forum XVIII, March 29, 1960

## SCHOOL DESEGREGATION: THE CASE FOR THE CHILDREN

Harold C. Fleming, Executive Director
Southern Regional Council

The school segregation controversy has been mainly a battle of abstractions. The "hearts and minds" of children, which Chief Justice Warren cited as the crux of the matter, have hardly figured in the debate.

Our objective should be to deliver desegregation problems from the exclusive control of lawyers and politicians. We need to enlist the skills of those who specialize in the development and education of youth.

In determining the speed and nature of desegregation, the courts have been guided by little educational evidence. Lawyers, not educators, have created most of the desegregation plans. Hence, these plans have been based on every kind of practical expediency, except how best to educate all the children through a non-discriminary school system.

Popular assumptions about desegregation need to be challenged by facts and experience. We have found no studies showing significant deterioration of academic or disciplinary standards as a result of desegregation. On the contrary, in such cities as Louisville and Washington standards have improved.

A massive fact-finding and information effort, preferably under official auspices, would help dispel these misconceptions. Educational and youth-serving agencies should consider friend-of-the-court briefs in school cases, spelling out consequences for children of the plans proposed.

Let it not be said of this historic social change that no one spoke for the children - or that too few spoke too softly.

Golden Anniversary

# WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

HONORARY CHAIRMAN
Dwight D. Eisenhower, President
of the United States

HONORARY VICE CHAIRMAN
Arthur S. Flemming, Secretary
Health, Education and Welfare

NATIONAL CHAIRMAN
Mrs. Rollin Brown

DIRECTOR
Mrs. Isabella J. Jones

OCT 24 1960

TO: Program Participants, 1960 White House Conference on Children and Youth

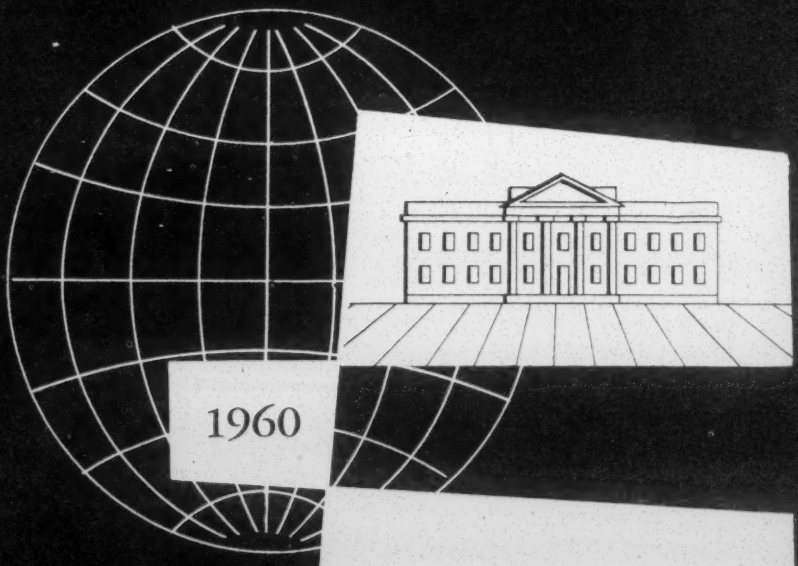
FROM: Eli Ginzberg, Chairman of the Committee on Studies

As Chairman of the Committee on Studies I have been asked by the Executive Committee to write you to say that the White House Conference on Children and Youth is now in a position to release to you all rights connected with the publication of the address which you presented at the Conference.

An abstract of your address is published in the Conference Proceedings; however, if you desire to submit your address to any journal or for inclusion in any volume you are perfectly free to do so. In fact, the Executive Committee hopes that your excellent address will receive the widest possible distribution.

Thank you again for your constructive assistance.

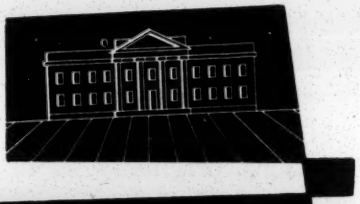
330 Independence Ave., S.W., Washington 25, D. C. WOrth 3-4491



1960

# WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

*suggestions to organizations concerned with conference preparation*



1960

# WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

IN MARCH 1960, thousands of United States citizens will participate in the golden anniversary of a great national tradition affecting the welfare of children and youth. For the sixth time in fifty years, citizen representatives from forty-nine States and the Territories will gather at the call of the President of the United States for a White House Conference on Children and Youth.

President Dwight D. Eisenhower in his initial communication concerning the 1960 Conference, said:

> *"The rapidly changing times in which we live, and the increasingly fast pace of change, make it incumbent on us to do everything we can to plan ahead and to see that we prepare today's children well for life in tomorrow's world."*

The President's National Committee, composed of a broadly representative group of professional and lay citizens, is responsible for the general direction of the Conference and for setting its theme and content. This Committee will also determine the basis for representation and delegation.

Preparatory work on the Conference is already un-

derway. The Governors of the States, at the request of the President, have appointed Committees to initiate local activities and prepare reports on matters bearing on the welfare of children in each State. The Council of National Organizations, originally formed to represent some 500 civic, professional, fraternal and religious organizations in the activities of the 1950 Conference, has alerted its members to the 1960 Conference. The Interdepartmental Committee on Children and Youth of the Federal Government has a Subcommittee on the Conference that is already at work. It is to these groups that this material is addressed in order to:

*call them to action in Conference preparation.*

---

*provide a general orientation for their activities by setting the 1960 Conference in its historical perspective.*

---

*review contemporary areas of concern.*

---

*give some guidance on the kind of preparation appropriate for fact finding and stocktaking for the 1960 Conference.*

## Looking Toward 1960

The 1960 Conference is vitally important and comes at a crucial time in our history. A dynamic society such as



ours constantly faces serious and even dangerous problems. But today—as many well informed people are saying—problems that are peculiarly vast and grave affect or threaten children and youth.

We know, for instance, that because of spiraling technological advances, our rising generation must have more intensive training and greater technical proficiency than any previous generation. Our children are living and will continue to live in a world of change.

Tomorrow's world will demand new and many varieties of specialized skills. But that is not all. It will also demand new levels and qualities in citizenship as Nations and people move closer together in a world grown small through speed and power—and large in complex human relations.

Our greatest asset for now and in the future is the vitality of our people. Indeed, our Nation's ability to survive may depend on its ability to produce active, informed, and international-minded citizens.

The 1960 Conference is not simply a step preceding action for children. Rather it is a *bench mark in a continuing program of study and action.* The Conference will serve as a clearinghouse and communication center; it will be a forum for the exchange of ideas, experience, and know-how. It will focus on activities that clarify and dramatize problems affecting children and youth, and, by so doing, stimulate fresh and wider attacks on these problems.

The more thoroughly we prepare for the Conference through—

*critical appraisal of past success and failure,*

---

*careful stocktaking on present problems and blue-printing of ameliorative action,*

---

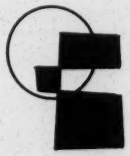
*preparation of reports so that local experience becomes accessible to others,*

---

*a broad base of citizen participation in such activities,*

the greater will be its contribution to children.

By joint and vigorous action, initiated without delay by many groups, as a Nation, we should once again achieve a White House Conference on Children worthy of its predecessors and the fine and useful tradition these Conferences represent. Each of these conferences has contributed importantly to the Nation's ability to meet the needs of its children and has made the lives of children richer and more secure. The 1960 Conference, like its predecessors, can and will make a solid contribution to the well-being of children and young people in this country and in the world.



## The White House Conferences on Children

The 1960 Conference, like its forerunners, will be a meeting of citizens who share a great concern for children and youth, and not a professional gathering devoted to problems of theory or research design.

In membership, White House Conferences have been widely representative of the people of the Nation. Delegates to them have included professional and lay leaders of public and voluntary organizations concerned with child and youth welfare. The behavioral sciences have been represented by child development specialists, anthropologists, sociologists, physicians, and others whose practice or study bears on the well-being of children.



In subject matter, all the Conferences have focused on the well-being of children and on means of improving their status. The basic premise, as expressed by President after President in calling the White House Conferences on Children, is the conviction that children are the Nation's chief asset. As President Theodore Roosevelt said in 1909, "The interests of the Nation are involved in the welfare of this army of children no less than in our great material affairs."

In one sense, the White House Conferences on Children have represented variations on a single theme: how the welfare of children, in general or in some particular category, can be advanced. In another sense, each Conference has reflected the special concerns of its decade.

For example, in the years preceding 1909, poverty was very much on the conscience of the Nation; hence a Conference on the Care of Dependent Children.

By 1919, European countries, even in the midst of war, had set an example in improving laws and practices for the protection of children that the United States could not ignore. So the second Conference with its focus on child welfare standards was held.

By 1930, the prosperity of the '20's had produced a wealth of research about child development and health care that cried out to be translated into improved practices. The 1930 Conference produced the most comprehensive statement ever written on the needs of children.

By 1940, depression and dictatorship were twin threats to children's well-being, and so the special needs of children in a democracy were highlighted.

By 1950, a decade and more of popular and professional interest in dynamic psychology made a careful appraisal of its role in improving the well-being of children a natural focus.

In still another sense, the Conferences have exhibited a progression: from concern about one category of disadvantaged children, to all types of disadvantaged children, to

all children, disadvantaged or not; from the most obvious handicaps and remedies to the most subtle; from concern about children for their own sake to concern about them—in part, at least—for the sake of the Nation and the World.

These distinctions, however, cannot be pressed too far. At base, the Conferences reflect the belief of our democracy in the worth of each individual, in his right to an opportunity to develop his capacities to the fullest, and in the dependence of national well-being on individual achievement. Over the years conference themes have been chosen with these considerations in view.

In line with this tradition, the subject of the 1960 White House Conference on Children and Youth should be a matter of major significance for the welfare of families and children, and of the national and even the world community.

It should be a subject that is of concern to many citizens in the United States—something in which they are deeply interested or about which they are genuinely troubled.

It should relate to the major concerns of the decade, and build on—but not repeat—the central concerns of previous Conferences.

It should be a subject that leads toward action—toward improvement in conditions, services or practices affecting children.

Such considerations as these will be used by the President's National Committee in choosing the subject for the 1960 White House Conference.

## Current Areas of Concern for Children

In sounding out the opinions of a variety of people and groups concerning a theme appropriate for the 1960



Conference, a wide range of responses has been secured. The most recurrent of these focus on

> ***aspects of the evolving American culture, especially its values and ideology, affecting children and youth.***

---

> ***socio-economic conditions and processes, including the technological, affecting children and youth.***

---

> ***methods and techniques for implementing, in a comprehensive and efficient manner, widely accepted goals for child and youth welfare, both generally and in relation to those children with distinctive needs.***

Those queried have included representative groups in and outside government, both professional and civic. They have expressed their interest in certain topics that might serve as a focus for the Conference, and the problems they believe particularly need attention now. They have suggested that the Conference should consider:

> ***ongoing changes in American life, for example: in population, age, mobility, etc.; in technology; in housing and residential patterns; in family and community relations; in attitudes and values;***

---

> ***current questions concerning education, specialized training, mental and physical health, ethics***

*and values, and other matters bearing on children and youth viewed as the most important resource of the Nation;*

---

*the plight and needs of various categories of disadvantaged children in the United States (migrants, Indians, children receiving ADC, crippled children, retarded children, children in need of day care, etc).*

All of these considerations can be reflected in the preparatory work of the 1960 Conference as it gets underway.

## Preparatory Studies Can Begin Now

Some national organizations and State Committees are eager to begin work on studies and surveys even before the final decision has been made as to the 1960 White House Conference theme.

Some may wish to make surveys of the sort they prepared for previous Conferences—surveys of conditions adversely affecting children and of the adequacy of facilities and services. Others have suggested that some or all of the recommendations from the 1950 Conference should be reviewed, and both successes and failures in carrying out those recommendations be appraised candidly. For still others, the specialized nature of their work practically dictates the area of their contribution to the Conference.



Groups that are undecided just how and where they wish to begin preparations for the Conference may find, among suggestions offered here, some leads to projects they would like to undertake. The suggestions in this pamphlet (p. 10) are not intended as specifications or directives. They are offered in response to requests for general guidelines. It is for your group or organization to decide which of these suggestions can be most helpful in your community or State.

## Why Preparatory Studies?

Of what value are preparatory studies such as those suggested here? First of all, of course, these studies will be of value to the groups carrying them out and to the communities they represent. In addition, many groups and individuals participating in the 1960 Conference will find them of great value. The Committees on Fact Finding and the staff of the Conference will be interested in them and will want to receive reports on the studies as soon as possible.

A digest of the reports will be made available as they are received as an exchange of information on conference preparation.

Reports received by September 1, 1959, will be of special value since material reported by this date will be considered by the Conference staff in preparing its own over-all report for use by the delegates when they convene in March of 1960.

Obviously all groups participating in the Conference will not undertake preparatory studies, useful and stimulating as these are. Some groups—or individuals—will choose other lines of action and other modes of communication and

contribution. These, too, will be valued and welcomed by all those participating in the Conference.

## Some Suggestions for Studies

The suggestions that follow illustrate the broad range of inquiry appropriate to the 1960 Conference. Most of the topics and questions, as stated here, are intentionally phrased either in a general or inclusive fashion. A group planning a study will probably want to be more specific or less inclusive, adjusting the focus of study to the context in which it works.

The suggestions offered here fall into four categories:

1. *Some basic issues which underlie much of the current discussion about children and youth;*

2. *Some topics and questions which are frequently at the center of interest of those concerned with child and youth welfare;*

3. *Some illustrations of human resource inventories which might be undertaken;*

4. *Some ways in which the 1950 Conference recommendations might be used as a base for further studies.*

### Some basic issues

Some of the basic issues that many believe should be considered by the 1960 Conference include:

*What features of our present society are particularly critical in their bearing on the welfare of the young?*

*What major changes affecting the well-being of children and youth are taking place in our society today? What is the impact of these changes upon children and their parents?*

*What are the gravest problems faced by families and children today?*

*How well are children being equipped—physically, emotionally, intellectually, and spiritually—to take their place in the society in which they will be adults? What are the avoidable losses of human potentials? How can these be prevented?*

*What will it take in programs, methods, and new knowledge to mitigate the adverse effects on children of specific features of our present society and its fast pace of change?*

### Some topics and questions

These topics and questions are related to some prominent and shifting features of the national scene that are widely regarded as having serious effects on the welfare of children and youth. These include:

*Migration of rural families and individuals (often families of low income or minority group status) to large cities; exodus of middle and upper*

*income families from the city to the suburbs and beyond; frequent changes of residence and the effect on family and community life.*

---

*Mothers of preschool- and school-age children entering paid employment; the decline in jobs for non-high school graduates and for youth living in rural areas.*

---

*Earlier marriages and more children; children more closely spaced. Reduced contact with the older generation and relatives; more dependence on the "expert."*

---

*More leisure time; increased use of "mass media" as means of entertainment.*

---

*Increased merging of racial and cultural minority groups (Negroes, Indians, Puerto Ricans, Chinese, Japanese, and Spanish Americans, agricultural migrant workers, etc.), largely low in income, into the main stream of life in the United States; tension growing out of attitudes, pro and con, about it.*

---

*Growing pressure for conformity and for "togetherness"; increased emphasis on group rather than individual achievement.*

---



*Growing mechanization of agriculture; trend toward automation in industry.*

---

*Increasing international competition.*

The effect of any one of these features—or an aspect of it—on the children and youth of a particular community might profitably be studied. Alternatively, other features felt to have special significance locally could be examined. Around the feature or aspect selected, such questions as these could be asked and answered:

*What are the effects on children and youth and on the kinds of life they lead?*

---

*If the effects are unfavorable:*

*what is being done to offset them?*

*with what success?*

*what might be done?*

*what would be required, financially and in terms of personnel and organization, to do it?*

---

*What needs do recent and probable future developments in one or more of these features of American life, or aspects of them, create:*

*in schooling,*

*in vocational counseling and job placement, in health, welfare, or recreation services.*

## Some illustrations of human resource inventories

Inventories of the Nation's human resources as represented in children and youth, and the extent to which these resources are being conserved and developed, could be undertaken by State committees or other groups. Highly informative studies could be made around such questions as these:

*How many capable children in your community are not continuing in school or on to college? Why not?*

---

*What changes in schooling are needed for those who are "slow learners"; for those whose interests and ambitions are not being met by schools at present?*

---

*How much waste of talent of any kind is there? Why?*

---

*How many children are physically or emotionally handicapped and from what causes?*

*what is being done to improve their health?*

*how effective are the present measures and what are the reasons for failure, including failure to enlist parents' cooperation?*

*what would it take to do better?*

---



*How many and which children are socially handicapped, maladjusted, or persistently delinquent?*

*in what ways and for what reasons?*

*how effective are present measures that are being used to mitigate their situation:*

*to treat them?*

*to deal with the disorderly family or neighborhood life from which their problems are apt to spring?*

---

*What are some outstanding examples of new and successful efforts to deal with any of these problems?*

## Some ways in which the 1950 Conference recommendations can serve as a base

One or more of the 67 recommendations made by the 1950 Conference recommendations * might be selected as a basis for study. This selection would naturally be made in light of the interests of the study group and local conditions.

In a given community, for example, a recommendation which has been implemented since 1950 might become the focus for study. Alternatively, the study focus might be upon a recommendation which is found not to have been

*These recommendations are listed in the pamphlet entitled "Platform, Recommendations and Pledge to Children" issued by the Midcentury White House Conference on Children and Youth. Single copies of this pamphlet are available to study groups upon request to the 1960 White House Conference on Children and Youth, 330 Independence Ave. S. W., Washington 25, D. C.

implemented. Information could be gathered that might answer the following questions:

*If a specific recommendation has been implemented, what agency or agencies assumed responsibility for doing so; what were the major steps in the process? What were the conditions that favored its implementation?*

---

*To what degree has the recommendation been implemented?*

*just perceptibly,*

*to a moderately satisfactory extent,*

*so admirably as to be a source of real satisfaction and perhaps a model to be offered for guidance of others.*

---

*What factors and forces have prevented or impeded assumption of responsibility, subsequent effective action, or both?*

---

*What are the next steps to be taken, and by what agency or agencies?*

## Planning and Carrying Out Studies

Information needed in connection with preparatory studies can be secured from a wide variety of sources.



Helpful statistical reports are often available from Federal or State Governments. Individuals or non-governmental groups may be able to provide up-to-date facts and figures. Government publications, professional journals, or recent books often contain data important to the study undertaken by a group.

Problems can often be studied effectively by gathering together the observations of people whose experience with a given situation is extensive and first-hand. Reports by those who are in a position to see what is happening to children or youth in particular kinds of situations, and who are trying to reduce the hazards of life for young people have great value.

In planning and carrying out their studies, committees and groups will find the advice of persons from a wide variety of disciplines trained in social research helpful. Local colleges and universities and councils of social agencies often have such people on their staffs. Psychologists, economists, and statisticians, in schools, business, or private practice, can be of help.

For the purpose of preparation for the Conference, it will be best to design studies that produce quite concrete and factual reports.

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These preparatory studies will give a broad view of the many services and programs for children that are present—or sadly lacking—in many communities.

They will point the way for immediate action in many localities.

They will be of great value to the delegates in their deliberations at the 1960 White House Conference on Children and Youth—and the material they contain will be useful for years to come.

All of them will give testimony to the scope and variety of interest of the people of the United States in the well-being of children.

Together, they will serve as a well-spring of action for the 1960 White House Conference on Children and Youth.

The 1960 White House Conference on Children and Youth has already had the thought and effort of many citizens. In large measure, this is the result of continuing activity on the part of citizen groups that participated in the 1950 Conference.

The Children's Bureau, of the Department of Health, Education, and Welfare, in its traditional role as initiator of the decennial White House Conferences on Children and Youth, has been channeling interest and sounding out opinion for the forthcoming Conference. To this end, the Bureau has obtained views and recommendations from National organizations, State committees, and Federal agencies represented in the Joint Conference on Children and Youth, which has met periodically during the intervening years. Leaders in social work, medicine, and education have also been called together by the Children's Bureau to express their professional interests in the developing program for the 1960 Conference. Spontaneously, hundreds of individuals throughout the country have communicated their interests and concerns.

The ideas in this publication reflect many of both the broad and specific suggestions advanced from all these sources. Dr. Helen L. Witmer, Director of Fact Finding for the 1950 Conference, and currently Director of the Division of Research for the Children's Bureau, was specially assigned to draw this wide range of material together. Her synthesis was used as a base for this publication, which was put in final form by Dr. Mary Ellen Goodman, of the Fact Finding staff of the 1960 Conference.

As the President's National Committee determines the theme and scope of the Conference, the suggestions contained in this document should help organizations reaching out for early guide-lines to find a common approach during the vital tooling-up period.



☆ U. S. GOVERNMENT PRINTING OFFICE : 1958 O - 479285

File 1960 White House Conf.

July 20, 1963

Mrs. Isabella J. Jones
Director
National Committee for Children and Youth
1145 Nineteenth Street, N. W.
Washington 6, D. C.

Dear Mrs. Jones:

Thank you for your invitation to the National Conference on Problems of Rural Youth in a Changing Environment. I greatly regret that I will not be able to attend.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:nm

ncCY

*The National Committee for Children and Youth*

*invites you to participate*

*in the*

*National Conference on Problems of Rural Youth*
*in a Changing Environment*

*to be held at*

*Oklahoma State University*

*Stillwater, Oklahoma*

*September 22nd to the 25th, 1963*

*R.S.V.P.*
*1145 Nineteenth Street, N.W.*
*Washington 6, D. C.*

# *Program Highlights*

**SUNDAY, SEPTEMBER 22**

9:00 a.m. Registration opens

2:00 p.m. Briefing session for leaders, consultants, and recorders

7:30 p.m. Governor's Reception

**MONDAY, SEPTEMBER 23**

9:30 a.m. Opening General Assembly

Greetings—DR. OLIVER S. WILLHAM
President, Oklahoma State University

Welcome—HON. HENRY BELLMON
Governor of Oklahoma

Keynote Address—MR. WINTHROP ROCKEFELLER
Conference Chairman

12:00 Noon Topical luncheons with speakers

2:15 p.m. Workgroup sessions

6:00 p.m. Oklahoma Chuckwagon

8:00 p.m. General session—speakers and youth panel

**TUESDAY, SEPTEMBER 24**

9:00 a.m. Workgroup sessions continue

12:15 p.m. Conference luncheon with speakers

2:15 p.m. Workgroup sessions continue

6:30 p.m. Reception for special guests

7:00 p.m. Banquet with nationally-known speaker

**WEDNESDAY, SEPTEMBER 25**

9:00 a.m. Closing General Assembly

Resumé of reports from workgroups

Address—DR. PAUL A. MILLER
President, West Virginia University
Conference Associate Chairman

Official closing of Conference

1:00 p.m. Followup meetings

# *Purpose of the Conference*

The National Conference on Problems of Rural Youth in a Changing Environment will seek to:

- bring into national focus the complex problems which have deprived the Nation of the talents and abilities of thousands of rural young people;
- develop through a series of background papers by leading authorities and through findings of the workgroups, new programs and approaches to help correct significant social and economic problems of rural youth;
- stimulate national, state and local action as an outgrowth of the Conference recommendations and followup meetings and studies.

FEderal 8-3057

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

Associations Building 1145 19th St. N.W.
Washington 6, D.C.

MRS. ISABELLA J. JONES, Director

MEMORANDUM
FOR
CONFERENCE PARTICIPANTS

INVITATIONS are not transferable. If you can not accept please notify the NCCY at once so that your place can be offered to someone else on our list of nominations for the conference. If you do plan to accept, please return your registration card, press card, workgroup selection form and housing form, with your check covering fees, as promptly as possible as assignments of rooms and workgroups will be made in the order of their receipt.

REGISTRATION FEE must be paid in order to reserve a room for a conference participant. The fee of $15.00 entitles the conference participant to a copy of each background paper assigned to his workgroup, a copy of the conference report and admission to the Sunday evening reception and to all conference sessions, except the special luncheons and dinners. The registration fee is charged to all persons attending the conference with the exception of the speakers, workgroup leaders, resource consultants, recorders, authors of background papers and the press.

THE CONFERENCE SITE, Oklahoma State University's Student Union, where all conference sessions will be held, has more than adequate dining facilities, and ample meeting rooms, all air-conditioned and all in the same building. There is a variety of dining facilities. Conference participants may eat in the service restaurant and order from an a la carte menu, or in the cafeteria where there is selection of food comparable to many of the finer cafeterias for which Oklahoma is famous. The banquet service is comparable to the better hotels in the country. Prices are reasonable, and the service is designed to meet the needs of large meetings.

TRANSPORTATION - By Air - Central Air Lines has agreed to add extra flights to accommodate the conference and all the connecting airlines serving the Tulsa and Oklahoma City Airports have been notified of the added service to Stillwater.

By Rail - The Santa Fe Railway comes into Perry, Oklahoma, which is 25 miles from Stillwater. Arrangements will be made to meet the train if the confernece office is notified in advance. There is also a Hertz Automobile Rental Service at the Tulsa and Oklahoma City Airports with a pickup station at Stillwater. New Interstate Highway #35 connects Oklahoma City, Stillwater and Perry.

MRS. THOMAS HERLIHY, JR., Chairman
MRS. KATHERINE B. OETTINGER, Vice Chairman
MR. ROY SORENSON, Vice Chairman
MRS. J. A. HILL, Secretary
DR. LYLE W. ASHBY, Treasurer

MRS. ROLLIN BROWN
MR. A. WHITTIER DAY
MR. SAMUEL S. FISHZOHN
RT. REV. MSGR. R. J. GALLAGHER
DR. EDWARD D. GREENWOOD

DR. DONALD HARTING
MISS FLORA Y. HATCHER
DR. JEROME H. HOLLAND
DR. HELEN K. MACKINTOSH
MISS BEATRICE McCONNELL

MR. EDWIN C. MYERS
DR. REGINALD ROBINSON
MR. PHILIP E. RYAN
COL. JANE E. WRIEDEN

Established to follow up the 1960 White House Conference on Children and Youth

Local - Transportation from the Stillwater Airport and between hotels, motels and the Student Union before and after sessions will be provided at nominal cost to the participants.

EXPENSES - Unfortunately, because of our limited budget for the conference, we do not have funds available to pay travel expenses. We hope that interested organizations and public agencies will feel that this national conference on the vital subject of rural youth is of sufficient value to make the investment of travel funds worthwhile.

IMPORTANT - Please fill out all forms enclosed with full information and return with your check or money order in the enclosed, self-addressed envelope. If you need any further information write to:

Mrs. Isabella J. Jones, Director
National Committee for Children and Youth
1145 Nineteenth Street, N. W.
Washington 6, D. C.

6/18/63
EM

NAME _____
(Last) (First) (Initial) (Mr., Mrs., Miss, Dr., etc.)

ADDRESS _____
(Street) (City) (State)

REPRESENTING _____
(Name of Organization, State Committee or Governmental Agency)

AREA OF PROFESSIONAL INTEREST _____

# WORKGROUP SELECTION FORM

Please indicate your workgroup preference by numbering your priority choice one through five in the box opposite the workgroup topic. Because we want broad representation in the workgroups, we cannot guarantee that you will be placed in the workgroup of your choice. Your preference, however, will be considered in making assignments.

1. Overall View of Adjustment to Urban Living and Employment . . . . . ☐
2. Realistic Appraisal of Employment and Necessary Preparation to Fulfill Job Opportunities . . . . . ☐
3. Strengthening Counseling and Other Services to Improve Employability . . ☐
4. Economic Bases and Potentials of Rural Communities. . . . . ☐
5. New Dimensions of Vocational Education for Rural Youth . . . . . ☐
6. Improving Elementary and Secondary Education for Rural Children and Youth . . . . . ☐
7. Utilizing and Developing Youth Training Opportunities and Programs, Including Existing and Pending Education and Employment Programs, Work Experience, On-the-Job and Apprentice Training . . . . . ☐
8. Role of Informal Educational Programs in the Development of Rural Youth ☐
9. Ready Access to Appropriate Post High School Education Including Community Colleges, Junior Colleges, Technical Institutes, etc. . . . . ☐
10. Educational Programs for Children with Special Needs Such as the Mentally Retarded and Physically Handicapped Children . . . . . ☐
11. Dropouts: Causes, Early Identification, Preventative and Ameliorative Measures . . . . . ☐
12. Improving Physical and Mental Health Capabilities of Rural Youth . . . . ☐
13. Increasing Community Awareness of the Situation of Rural Youth; Utilizing the Maximum Potential of Youth-Serving Programs and Agencies . . . . . ☐

(WORKGROUPS 14 THROUGH 20 LISTED ON REVERSE SIDE)

14. The Changing Role of the Church in the Total Development of Rural Youth ☐

15. The Changing Role of the Family in Preparation and Adjustment of Rural Youth for Today's World . . . . . ☐

16. Children of Rural Migrant Workers: Special Problems, Needs and Factors that Contribute to Successful Adjustment . . . . . ☐

17. Minority Youth with Special Needs: Spanish-American, Negro, Indian, Puerto Rican and White Youth from Low-Income Rural Families . . . . . ☐

18. Development of Comprehensive Community Programs to Prevent Delinquency . ☐

19. Development of Comprehensive Community Programs for Treatment and Rehabilitation of Delinquents in Rural Areas . . . . . ☐

20. Role of the Juvenile Court and Related Services . . . . . ☐

6/14/63
EM

# NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT

## GENERAL INFORMATION BULLETIN

Conference Dates: September 22-25, 1963

Conference Place: Oklahoma State University, Stillwater, Oklahoma

In order to give the fullest opportunity for participation by those most concerned with the problem, Oklahoma has been selected because of its central location and its accessibility to both the Midwest and the South.

Purpose & Procedure of Conference:

1. The Conference will be organized as a working group of 350 national, state and local professional and lay leaders in fields related to rural youth.

2. The purpose of the Conference is to develop, through consideration of the problem and the findings of the workgroups, recommendations for improvement of existing programs and new programs and approaches to help correct the underdevelopment, underutilization and waste of human resources which have deprived the Nation of the talents and abilities of thousands of rural youth.

   The Conference will strive as one of its main purposes to awaken the Nation to the problems and stimulate action.

3. A series of background papers are being prepared by leading authorities on various subjects to define the nature and dimensions of the problems to be considered. The papers are intended to inform Conference participants on conditions and available knowledge in a field, thereby laying the groundwork for fruitful discussion of alternative programs and methods for dealing with significant social and economic problems of rural youth.

4. Each Conference delegate will attend a workgroup of approximately 25 persons and will maintain the same membership throughout the Conference. Each group will meet for six to nine hours of discussion, exact schedule to be determined, prior to preparing a workgroup report which will be included in a general report to the Conference.

| | |
|---|---|
| Conference Chairman: | Mr. Winthrop Rockefeller, Winrock Farms, Conway County, Arkansas, Chairman, Arkansas Industrial Development Commission. |
| Associate Chairman: | Dr. Paul A. Miller, President, West Virginia University. |
| Sponsoring Organization: | The National Committee for Children and Youth with cooperation of the President's Committee on Juvenile Delinquency and Youth Crime; Office of Manpower, Automation and Training, U. S. Department of Labor; Economic Research Service, U. S. Department of Agriculture. |
| Invitations Issued By: | The National Committee for Children and Youth<br>Associations Building<br>1145 19th Street, N. W., Room 411<br>Washington 36, D. C. |
| Conference Size: | The total number of conference participants will be 350. The facilities available make it impossible to extend this number. |

For Further Information Write To:

National Committee for Children and Youth
1145 19th Street N. W., Room 411
Washington 36, D. C.

4/23/63
EM

# ROOMS

Sleeping accommodations have been arranged at nearby hotels and motels. Transportation will be provided to and from the hotels and motels before and after the sessions. Rooms will be assigned by the Conference Housing Committee on a "first-come, first-serve" basis. Confirmations will be sent direct from the hotel or motel. Rates are:

$5.00 to $8.00 for single rooms
$7.50 to $12.00 for double rooms

Please return your room reservation form, your registration form and check in the self addressed envelope provided.

Any questions regarding conference housing, change or cancellation of room reservations, must be sent direct to the:

Conference Housing Committee
P. O. Box 3364, Capitol Station
State Capitol, Oklahoma City, Oklahoma

---

## ROOM RESERVATION

Dr.
Mr.
Miss
NAME Mrs. _____
Last (Please Print) First Middle initial

ADDRESS _____
Street

_____
City State

I desire a ☐ single room - Prefer a rate near _____ dollars per day.

I desire a ☐ double room - Prefer a rate near _____ dollars per day.

I ☐ am willing ☐ am not willing to share a double room.

I plan to share a room with: _____

_____
Address

☐ I do not need a room reservation.

6/13/63
EM

NAME _____

ADDRESS _____

REPRESENTING _____
(Organization, State Committee, Govt. Agency)

TITLE _____

(Please return this card for use in the PRESS OFFICE)

NAME _____

(Last) (First) (Initial) (Mr., Mrs., Miss, Dr., etc.)

Please print name and title exactly as you want it to appear on Conference listing.

ADDRESS _____

(Street) (City, Zone) (State)

REPRESENTING _____

Name of Organization

| | | | | | |
|---|---|---|---|---|---|
| Registration Fee | $15.00 | /___/ | Luncheon-Tues., Sept. 24 | $ 2.75 | /___/ |
| *Luncheon-Mon., Sept. 23 | $ 2.50 | /___/ | Banquet-Tues., Sept. 24 | $ 5.75 | /___/ |
| Chuckwagon-Mon., Sept. 23 | $ 2.50 | /___/ | Combination - Registration Fee & Food Functions | $27.00 | /___/ |

Make checks payable to NATIONAL COMMITTEE FOR CHILDREN AND YOUTH. No refunds will be made until after the Conference and then ONLY provided the National Committee for Children and Youth is notified of cancellation of registration or reservations NO LATER THAN Sept. 13.

* Reservations for topical luncheons on Monday are limited due to space. Assignments will be made in the order of receipt of reservations.

Date Received _____ Amount $_____

C O N F E R E N C E  R E G I S T R A T I O N  F O R M

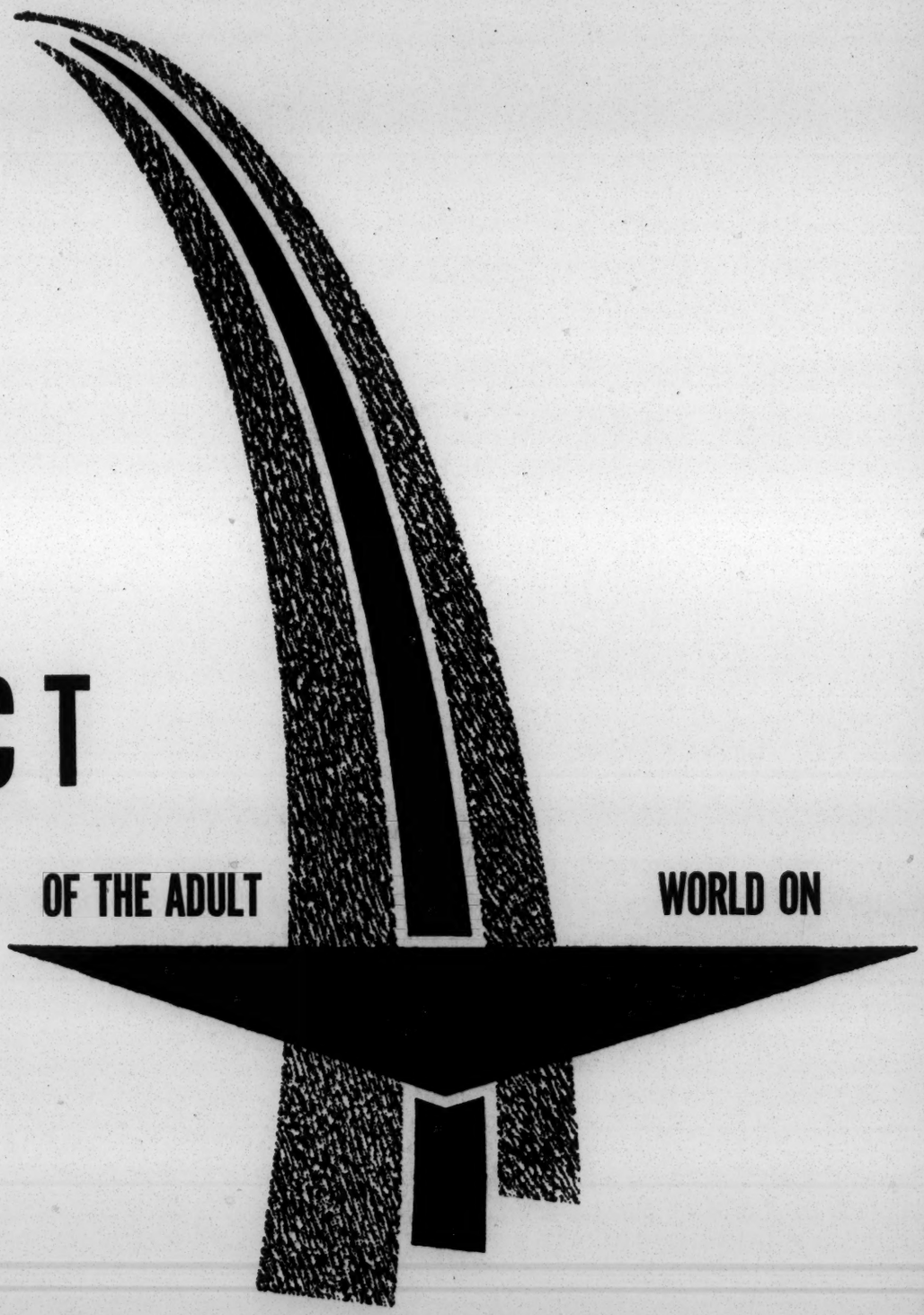
C

P A

will you please review this before it goes to Harold? I think it would be best if you noted your changes, suggestions, etc on a separate sheet of paper attached to memo.

H F - is this generally what we should send? consider this a draft.

# IMPACT



## OF THE ADULT WORLD ON

# YOUTH

NATIONAL COUNCIL OF JEWISH WOMEN, ONE WEST 47 STREET, NEW YORK 36, N. Y.

UV—

U.S.N.S.A.

November 4, 1947

Mr. Ralph A. Dungan, Jr.
Memorial Union
University of Wisconsin
Madison, Wisconsin

Dear Mr. Dungan:

Thank you very much for your letter of October 30. I look forward to getting the reports of your meeting. Meanwhile, for a starter here is a brand new little booklet by the Southern Regional Council.

Sincerely,

George S. Mitchell
Executive Director

Enclosure 1

GSM:ee

# UNITED STATES
# NATIONAL STUDENT ASSOCIATION

*PRESIDENT*
WILLIAM B. WELSH
(Berea College)

*VICE-PRES., NATIONAL STUDENT AFFAIRS*
RALPH A. DUNGAN, JR.
(St. Joseph College)

*VICE-PRES., INTERNATIONAL STUDENT AFFAIRS*
ROBERT S. SMITH
(Yale University)

*SECRETARY*
JANIS C. TREMPER
(Rockford College)

*TREASURER*
LEELAND N. JONES, JR.
(University of Buffalo)

Memorial Union
University of Wisconsin
Madison, Wisconsin

October 30, 1947

Executive Secretary
The Southern Regional Council
63 Auburn Avenue, N.E.
Atlanta, Georgia

RECEIVED
NOV 3 1947
Southern Regional Council

Dear Sir:

You have no doubt been aware of the recent formation of the National Student Association. As you may know, one of our principle tasks will be to aid in the elimination of discriminatory practices generally, and particularly as found in education.

In attempting this, or any of our programs, we realize that we are not fully qualified as students to arrive at the best solutions. Therefore, we wish to cooperate as extensively as possible with organizations such as yours. Within several days, I will send you complete reports of the Madison Convention, and would be very pleased if you would suggest some ways in which we might cooperate during the coming year.

Thank you very much for your consideration in this matter. I hope that this letter will prove to be the beginning of a series which will be mutually beneficial.

Sincerely,

Ralph A. Dungan Jr.

Ralph A. Dungan, Jr.
Vice President, NSA

RAD/jtt

uv-
United States N.S.A.

March 19, 1948

Mr. Ralph A. Dungan, Jr.
United States National Student Association
304 North Park Street
Madison 5, Wisconsin

Dear Mr. Dungan:

Your request for suggestions concerning a concrete protram of race relations among college students in the South probably could best be answered by those college groups who are themselves active in the field of race relations. Your own local chapters are undoubtedly in touch with most of them. We also suggest that you write the following organizations, which work more closely with college students than we do:

Fellowship of Southern Churchmen
Box 577
Chapel Hill, North Carolina

National Student YWCA
Southeastern Office
63 Auburn Avenue, NE
Atlanta, Georgia

National Student Council
Southern Region, YMCA
706 Standard Building
Atlanta 3, Georgia

Probably the main cause of your difficulties in working in Southern colleges is the lack of contact between Negro and white students. You will be doing an important and effective job if you can encourage students of both races to know each other and see their common interests. The organizations mentioned above will help you.

Recently the students and faculty of Atlanta University sponsored an all-Atlanta Student Conference on Civil Rights. Working with them were local groups from such organizations as the YMCA, AVC, the NAACP, and the Urban League. The Conference has since appointed a Continuing Committee which is to work specifically on race relations under the chairmanship of Professor Mozell Hill, Department of Sociology, Atlanta University. Dr. Hill undoubtedly will be able to give you a great deal of useful information.

One other suggestion is that you write the North Carolina Student Legislative Assembly (c/o North Carolina State College, Raleigh, North Carolina), an interracial association of representatives from the various colleges in North Carolina.

We are enclosing an annotated list of our publications, some of which you may find helpful.

If there is anything else we can do, please let us know.

Sincerely,

George S. Mitchell
Executive Director

Enclosure: Publications list

GSM:eb

J Simpson: Draft reply, please

# UNITED STATES NATIONAL STUDENT ASSOCIATION

*National Office*
304 N. Park St.,
Madison 5, Wis.
*Cable:* NATSTUD

*Int'l Commission*
5 Bryant St.,
Cambridge 38, Mass.

*President*
William B. Welsh
Berea College

*Vice President National Affairs*
Ralph A. Dungan, Jr.
St. Joseph's College

*Vice President International Affairs*
Robert S. Smith
Yale University

*Treasurer*
Leeland N. Jones, Jr.
University of Buffalo

*Secretary*
Janis C. Tremper
Rockford College

March 2, 1948

RECEIVED
MAR 4 1948
Southern Regional Council

Mr. George S. Mitchell
Executive Director
Southern Regional Council, Inc.
Room 432
63 Auburn Ave., N.E.
Atlanta 3, Georgia

Dear Mr. Mitchell:

You will recall in October of 1947 that I wrote to you about the formation of the National Student Association. At that time I explained to you that we were most anxious to cooperate with other organizations working in the field of social and educational endeavor. Since our last communication, we have conducted studies of the situation in the South as it relates to our work in racial discrimination. We have also been faced with problems arising out of the ratification of our constitution and joining our organization. I am not sure whether you have heard of our squirmish with the state supported schools in Mississippi, but you can find a rather humorous account in the February 14 issue of "School and Society." This is rather typical, or at least it is an example of the type of situation which we have met in the South, and these have been the result of no particular program which we have instituted.

For some time now we have been in the process of attempting to formulate a program on race relations which will be primarily of an educational nature. In accordance with the functions outlined in your booklet "The Southern Regional Council," we would appreciate it very much if you could give us some summary of the educational needs among college students. Also, we would welcome any advice you might have on the type of program or the probable acceptability of such a program. The results of any survey that you may have conducted on educational conditions in the South or the effect of educational programs, or any pamphlets that you may have used in this work would be most welcome material in helping us in formulating our program on racial education.

UNITED STATES NATIONAL
STUDENT ASSOCIATION
304 N. Park St.
Madison 5, Wis.



March 2, 1948

Thank you very much for your cooperation in this venture. I do hope that we shall be able to utilize our respective resources in attaining our mutual ends.

Sincerely,

Ralph A. Dungan Jr.

Ralph A. Dungan, Jr.
Vice President, USNSA

rad:pf

~~26 - IV - Misc -~~
U. S. Nat'l Student Assoc.

December 17, 1948

Mr. John H. Rosenheim, Executive Secretary
Western Area Headquarters
Human Relations Subcommission
U. S. National Student Association
Carleton College
Northfield, Minnesota

Dear Mr. Rosenheim:

We will be glad to give your organization any help we can. I am mailing separately several of our publications which you may find useful.

As you know, our efforts in the civil rights field are concentrated on the South. Since I do not know what other SRC material would be of help to you, I am enclosing a publications list. Let me know what pamphlets you would like to have.

I will put your name on our mailing list for future civil rights material.

Sincerely yours,

Harold C. Fleming
Director of Information

encl

Earlier letters

Western Area Headquarters
Human Relations Subcommission
U.S. National Student Ass'n.
Carleton College,
Northfield, Minnesota
December 7, 1948

RECEIVED
DEC 9 1947
Southern Regional Council

Director, Public Relations
Southern Regional Council, Inc.
Room 432, 63 Auburn Avenue, N.E.
Atlanta 3, Georgia

Dear Sir:

Realizing that American college groups can further the realization of civil rights in this country, the National Student Association has formed a subcommission on human relations. Several American colleges and universities already have committees on civil rights. We believe that by expanding these efforts to a national scale, we can make the students aware of the great existing human rights problem.

In order to carry out our plan of instigating campus civil rights action, it is necessary that we have material to work with. Would you please put us on your mailing list for any literature or help that you can offer to aid us in this project.

Thank you for your cooperation.

Yours sincerely,

John H. Rosenheim

John H. Rosenheim
Executive Secretary

26 - National Students' Assoc.

February 28, 1949

Mr. Pat Safford, Chairman
Mid-West Area Committee
Human Relations Sub-Commission
U. S. National Student Association
Rockford College
Rockford, Illinois

Dear Mr. Safford:

This will acknowledge your letter of February 13.

Unfortunately, we have little of the kind of material you specify. Our publications deal mostly with the problems of the South as a region, and our action program is aimed largely at getting community improvement at the local level. The Council has made no surveys among students; however, a good many college publications have polled their student bodies on segregation. Among these, are the University of Georgia, Emory University, and Alabama Polytechnic Institute. I suggest that you correspond directly with the student editors there.

As for films, posters, and scripts, the best source is the Anti-Defamation League of B'nai B'rith, which you have undoubtedly been in touch with.

I am sending separately some of our civil rights literature, as well as a complete publications list. If you would like copies of other pamphlets listed, please let me know. We shall be glad to help your organization in any way we can.

Sincerely yours,

Harold C. Fleming
Director of Information

UNITED STATES NATIONAL STUDENT ASSOCIATION

MID-WEST AREA COMMITTEE

HUMAN RELATIONS SUB-COMMISSION

February 13, 1949
Rockford College
Rockford, Illinois

Gentlemen:

The National Student Association has created a Sub-Commission on Human Relations and this year has decided to emphasize a great deal upon the problem of racial and religious discrimination within the colleges and universities of the United States. The country has been divided into areas composed of several states and the chairman of each area will have responsibility for conducting and co-ordinating activities within the region of that area. The main purpose of the area committee will be to supply helpful information to the regions and individual schools so that they may conduct constructive and practical activities in overcoming discriminatory practices.

The kind of specific information which I would like to have on hand is literature regarding any kind of surveys which you may have conducted on a student level and the results obtained. Also, films or poster displays would be valuable. I would be interested in knowing if you have any scripts for plays depicting the problems involved in racial and religious discrimination to be used as a dramatic way of portraying this subject. These could be used in area conferences where large student groups are assembled.

Any further suggestions that you may have would be very much appreciated. Thank you for your cooperation.

Sincerely yours,

Pat Safford

Pat Safford
Chairman, Mid-West Area
Committee

RECEIVED
FEB 15 1949
Southern Regional Council

10:00 a.m.

October 5, 1955

Mr. Ray Farabee
Student Government Affairs
U. S. National Student Association
University of Texas
Austin, Texas

Dear Mr. Farabee:

Your girl at Agnes Scott has not called us about your coming visit October 19th and 20th. According to my calendar I am in town both those days, and would love to see you.

Sincerely,

George S. Mitchell
Executive Director

GSM/eab

# UNITED STATES NATIONAL STUDENT ASSOCIATION

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*Vice President, Student Government*
**RAY FARABEE**
University of Texas

*Vice President*
*International Affairs*
**CLIVE S. GRAY**
University of Chicago
Office Address:
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Cambridge, Massachusetts

*Vice President*
*Student Affairs*
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Box 661
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University of Minnesota

*Educational Travel, Inc.*
*Director*
**JOHN V. HENDRICKS**
48 W. 48th Street
New York, New York

September 26, 1955

SEP 29 1955

Dr. George Mitchell
Executive Secretary
Southern Regional Council
63 Auburn Avenue N.E.
Atlanta 3, Georgia

Dear Dr. Mitchell:

The Eighth National Student Congress of the National Student Association which met in Minneapolis in August expressed a definite interest in setting up a Southern School Conference on the problems of desegregation. I had the opportunity to talk with Dr. Thomas Southerland, Chairman of the Texas Commission on Race Relations this week, and he felt that the possibilities for such a conference were quite good.

I will be in Atlanta on October 19 and 20, and would like very much to talk with you about this. Sis Burns, student body president at Agnes Scott, will call you about an appointment for this time.

Sincerely yours,

Ray Farabee

Ray Farabee, Vice-president
Student Government Affairs

RF/md

ASSOCIATED WITH

American Council on Education • International Student Conference • United States Commission for UNESCO • World University Service • Council on Student Travel
Young Adult Council • National Citizens Committee for United Nations Day • National Scholarship Service and Fund for Negro Students

# USNSA 9th

CHICAGO, ILL.-AUGUST 21-31, 1956

## NATIONAL STUDENT CONGRESS

May 22, 1956

Mr. Fred Routh
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta 3, Ga.

Dear Mr. Routh:

It was good to have the opportunity to talk with you once again, and again let me thank you for the suggestions and publications which you gave me. If you think of any other foundations or individuals that would be interested in supporting any of the NSA program, I hope you will let us know.

You will find several copies of the folder which the Association prepared on the University of Alabama enclosed with this letter. We could send you more if you need them. The desegregation sub-commission of the Association located at the University of Texas sent out it first mailing this past week. It included several copies of the SOUTHERN SCHOOL NEWS, THE NEGRO AND THE SCHOOLS, AND SCHOOLS IN TRANSITION, with an analysis of the books and problems faced at various schools. This went only to member schools of the Assoication.

The National Student Congress will be held August 21-31 in Chicago this summer. If you are in the area or can visit it, we would be happy to have you drop in. Let us know if you can come.

Sincerely yours,

Ray Farabee

Ray Farabee, Vice President
Student Government

P. S. Drop by to see us anytime you are in Philadelphia.


*President*
**STANFORD L. GLASS**
University of Illinois

*Vice President*
*National Affairs*
**GENE R. PRESTON**
University of California
at Los Angeles

*Vice President*
*International Affairs*
**CLIVE S. GRAY**
University of Chicago
Office Address:
142 Mt. Auburn Street
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*Vice President*
*Student Government*
**RAY FARABEE**
University of Texas

*Vice President*
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Box 661
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*Public Relations Director*
**MARGARET MURPHY**
Manhattanville College
of the Sacred Heart

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*Dean of Students*
University of Minnesota



**UNITED STATES NATIONAL STUDENT ASSOCIATION**

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UNITED STATES NATIONAL STUDENT ASSOCIATION

USNSA

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*Dean of Students*
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*President*
Mills College

**E. G. Williamson**
*Dean of Students*
University of Minnesota

November 2, 1956

Mr. Harold C. Fleming
Southern Regional Council
63 Auburn Avenue, N.E.
Atlanta, Georgia

Dear Mr. Fleming:

Mr. Oscar Cohen of the Anti-Defamation League suggested that you might be interested in reading this prospectus for a Conference on Desegregation which is being proposed by the U.S. National Student Association. We are anticipating submitting this to a Foundation, however we are anxious to get as many comments and criticisms of the approach from people who are familiar with the situation in the South, particularly in colleges.

I'd appreciate hearing from you and any comments that you might have. As you can recognize, time is a major element as we are hopeing to carry through this conference in the Spring, for this reason we'd like to hear from you at your earliest convience. If you would like to send along with any comments a letter of endorsement which could be attached to the prospectus when it is submitted to the foundation, this too would be most welcomed.

Added to the prospectus will be a list of the NSA member schools in the South, a copy of the resolution passed at the Ninth National Congress regarding our stand on desegregation, a proposed agenda for the meeting, and a biographical sketch of the officers of the Association.

As this entire area is my direct responsibility for the Association, I'm looking forward to a close contact with the Southern Regional Council.

Thank you for your consideration.

Sincerely yours,

Ann Beckner

Ann Beckner
Educational Affairs Vice President

November 14, 1956

Miss Ann Beckner
Educational Affairs Vice President
U. S. National Student Association
1234 Gimbel Building
Philadelphia 7, Penna.

Dear Miss Beckner:

Thank you for sending me a copy of your prospectus for a conference on desegregation.

On a visit to New York last week, I had an opportunity to discuss your proposal both with Oscar Cohen of ADL and Frank Loescher of the Fund for the Republic. My views are substantially the same as theirs, which you already know.

In relation to other work of this kind that is preceding, the amount estimated for the conference is prohibitively large, and the question of how much strength USNSA could draw from Deep South campuses needs to be dealt with somewhat more specifically. Also, as you have no doubt learned, both the student YMCA and YWCA are carrying on allied programs; and staff members should be closely involved in the planning of your conference.

Aside from these negative observations, I think your proposal has considerable merit and I hope you will let me see the proposal again after it is reworked. In any case, the SRC will be glad to cooperate in every way with the USNSA's work in this field.

Sincerely,

Harold C. Fleming
Assistant Director

HCF:mbo

March 13, 1958

Mr. Ray Farabee
United States National Student Association
1234 Gimbel Building
Philadelphia 7, Pennsylvania

Dear Ray:

Thanks for your note of March 11th, and I share with you the pleasure of getting together at the Southern Planning Committee held at Atlanta University.

I have been rushed since you were here with half a dozen things going on at once. I have not, therefore, had opportunity to give much thought to the proposed Southern Conference next November. I intend to discuss this further with Harold Fleming and others on our staff and we will be in touch with you later. I hope it will be in time to be of use to you.

I have not yet written my contact man about Adlai Stevenson as keynoter for the National Student Congress at Ohio Wesleyan next summer. I will do so this afternoon and will enclose a copy of the letter for you.

If I get up to Philadelphia along the way I shall certainly be in touch with you. Please feel free to call on us any time for any assistance we can give.

Best wishes.

Cordially,

Frederick B. Routh
Assistant Director

FBR:fcl
Enclosure.

# UNITED STATES NATIONAL STUDENT ASSOCIATION

1234 GIMBEL BUILDING • PHILADELPHIA 7, PA. • MArket 7-7357

March 11, 1958

Fred Routh
Southern Regional Council
63 Auburn Avenue, NE.
Atlanta, Georgia

Dear Fred:

It was extremely good to see you this weekend at the meeting of the Southern Planning Committee at Atlanta University. Thank you for your participation and we appreciate the contribution which you made to the meeting.

I shall be interested to hear any comment or suggestion you might have concerning the proposed Southern Conference next November. We are in the process of writing prospectii and raising funds. If you have any suggestions, here in particular, please let me know.

We shall appreciate any help you can give us in getting Adlai Stevenson as the keynoter for our National Student Congress at Ohio Wesleyan, August 20-29.

Hope to see you before too long. If you are on the east coast, please come by to see us.

Sincerely yours,

Ray

Ray Farabee

RF:ED

ASSOCIATED WITH: American Council on Education • International Student Conference • U. S. Commission for UNESCO • World University Service • Council on Student Travel • Young Adult Council • Nat'l Citizens Committe for UN Day • Nat'l Scholarship Service & Fund for Negro Students

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•

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**RUTH GERI HAGY**

May 7, 1958

Mr. Ray Farabee
U. S. National Student Association
1234 Gimbel Building
Philadelphia 7, Penn.

Dear Ray,

I have been away from the office and just returned to find your letter, containing the good news of the grant from the Field Foundation, awaiting me. I am happy to accept membership on the Advisory Committee of the Seminar.

Let me attempt to answer your questions:
(a) Suggested resource persons for the Seminar: See attached list - with thumb nail sketches.

(b) Suggest resource materials for the Seminar: Will send later.

(c) Will I be on the East Coast in the next two-to-three weeks? Just returned from New York, any prospect in the near future un-likely.
(d) Suggestions for Seminar Director: Ray Farabee -- other possibilities, Paul Rilling, Charlie Jones, Glen Brooks (Young Texan now with Committee on Government and Higher Education)

(e) Does SRC have resource materials that would be helpful? Yes.

Please keep me informed of the progress you make and feel free to call on me for further suggestions, help, etc.

All best wishes.

Cordially,

Frederick B. Routh
Assistant Director

FBR/bcc

Suggested Resource Persons for Seminar-

(1) Mr. Will Campbell - Mississippian; Assoc.Dir. Division of Racial and Cultural Relation, Nat'l Council of Churches, Nashville, Home-spun, sharp, effective.

(2) Dr. Dan W. Dodson - Texan; Director, Center for Human Relations Studies, New York University. Top drawer man.

(3) Mrs. Grace T. Hamilton - Georgian; Director, Atlanta Urban League, Atlanta, Ga. Worked with college YWCA's.

(4) Dr. Lewis Killian - Georgian; Professor of Sociology, Florida State University, Tallahassee. Action oriented.

(5) Mr. Arthur Levin - Yankee; Director, So.E. Regional ADL Office. Atlanta, Ga.; knowledgeable in many things.

(6) Dr. Herman Long - Alabamian; Director, Race Relations Institute, Fisk University, Nashville. Thoughtful scholar.

(7) Dr. Robert Menefee - Kentuckian; Professor of Sociology, Berea College, Berea, Ky. Good with students. Thoughtful scholar.

(8) Miss Irene Osborn - Ohioan; America Friends Service Committee, Philadelphia. Worked in D. C. desegregation and with SRC.

(9) Dr. C. H. Parrish - Kentuckian; Professor in Sociology, University of Louisville (Ky.) - SRC professional staff- (First Negro on University of Louisville faculty)

(10) Mr. Donald Sprague - New Englander; Professor of Human Relations, University of Miami (Fla.) Experienced educator in H.R.

(11) Mr. Emory F. Via - Virginian; Labor Consultant, Southern Regional Council, Quaker. Background in Labor Education.

file

# UNITED STATES NATIONAL STUDENT ASSOCIATION

1234 GIMBEL BUILDING • PHILADELPHIA 7, PENNSYLVANIA • MArket 7-7357

ans FFR

May 2, 1958

Mr. Frederic B. Routh
Assistant Director
Southern Regional Council Inc.
Room 432
63 Auburn Ave. N.E.
Atlanta 3, Georgia

Dear Fred:

We received good news from the Field Foundation this past week in the form of a grant of $15,000 for two projects. One is the Southern Conference discussed at the Atlanta meeting two months ago and the other is a Southern Student Human Relations Seminar for 15 Southern students to be held during the month of August in conjunction with the National Student Congress. Enclosed you will find the prospecti for the two projects. If you have questions about them, let us know.

Please note on page 3 that you have been suggested for the Advisory Committee to the Seminar, subject to your acceptance. I hope that you will be able to accept this postition and to meet with the committee in Atlanta sometime in June, 1958.

At the moment I would appreciate receiving your suggestions for resource persons, program approaches and resource materials for the Seminar this summer as soon as possible. Will you be on the East coast sometime within the next two or three weeks? If not, I hope to be in Atlanta and perhaps I can see you at that time.

Do you have suggestions for a Seminar director, mentioned on page 3 and budgeted for on page 4. We have one excellent student who is a graduate of UCLA and a past officer of USNSA. The only draw back in this case is that he is not from the South though all participants and the assistand director would be. Do you think this would have any appreciable effect.

Will it be possible to get resource materials from the Southern Regional Council for this Seminar? A number of your publications may prove very useful to the areas of study at this meeting.

Thank you for your support in the past. I hope that you will be able to accept and we shall look forward to hearing from you soon.

Sincerely yours,

Ray Farabee

Ray Farabee

RF:ed

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**E. G. Williamson**
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University of Minnesota

**O. Meredith Wilson**
*President*
University of Oregon

eleventh NATIONAL STUDENT CONGRESS
OHIO WESLEYAN UNIVERSITY • AUGUST 20-29, 1958

SOUTHERN STUDENT HUMAN RELATIONS SEMINAR

Grant Received from the Field Foundation, April 25, 1958

BACKGROUND

The college student in the South is caught between the deep prejudices of a Southern tradition and the truth of racial equality with which his education confronts him. As the person most directly involved in the integration process, the student is the link between community pressures favoring segregation and the inevitability and justice of desegregation.

Unfortunately, neither in his community nor in his educational experience does the student have an opportunity to develop a full understanding of the complexities of the Southern problems. This is due to the traditional social and economic pressures exerted on the individual within a Southern community; and to the fact that the experience of integration in Southern education including the colleges and universities is, at this time, extremely limited and in most cases, totally absent. There is a need for a learning experience which will better equip the Southern student to contribute effectively to the solution of the human relations problems which exist on his campus and which will later confront him in a Southern community.

PROPOSAL

The United States National Student Association requests a grant of $9,850 to sponsor a four-week Seminar of fifteen Southern students from newly-integrated colleges and from institutions which will soon be desegregated.

The purpose of this Seminar is to develop understanding of the problems and complexities of race relations in the South, and to provide

an educational experience which will prepare these students to make a responsible contribution to the solution of the human relations problems facing them on their campuses or in their communities, critical problems in relation to which they have a unique opportunity and obligation.

Participants in the Seminar will be trained and encouraged to carry out specific programming on their campuses. But first, by facing these students with the necessity for making an objective and thorough analysis of the issues and conditions involved, the Seminar will make a real contribution not only to the development of immediately effective programs throughout the South but will also influence the values and motivations of the students. In the type of situation which exists in the South, the influence that such a group of trained and articulate student leaders could have among their peers is almost incalculable.

In addition to increasing their personal effectiveness, the Seminar will offer the students concrete programming for retreats, discussion programs, area interracial seminars, college-community conferences, and other projects which can be used to promote better human relations.

The Seminar will be held on a non-Southern campus, probably Ohio Wesleyan University, Delaware, Ohio, August 4-18, 1958; the participants will then join with other students from the South and also from all parts of the nation at the Eleventh National Student Congress, August 20-29, 1958, on the campus of Ohio Wesleyan University. The Seminar will meet for two and one half hour sessions daily, using the case study method, combined with lectures, discussion, and extensive nightly reading assignments from selected articles

and books. Outstanding resource persons will be invited to aid in the preparation of the program and participate in the Seminar.

The Seminar will be interracial with five students each from newly-integrated colleges, colleges to be integrated in the near future, and predominately Negro colleges. These students will be selected in early June of this year by selection board composed of Paul Rilling of the Southern Area Council of Young Men Christian Associations, Max Heirich of the American Friends Service Committee and Ray Farabee, President of the United States National Student Association, and student currently on leave from the University of Texas. Each of the members of the selection committee have traveled extensively through the South visiting colleges and universities and are intimately acquainted with the social, political, economic, and cultural conditions in that section of the country.

An Advisory Committee to the Seminar will be appointed to aid in program development and review. It will be composed of the following persons, subject to their acceptance: Reverend Charles Jones, Chapel Hill, North Carolina; Dr. Alonzo G. Morton, President, Hampton Institute; Mr. Fred Routh, Staff Associate, Southern Regional Council; Dr. Benjamin Mays, President, Morehouse College; Father Lewis Twomey, S.J., Loyola University; and Paul Rilling, Southern Area Council, Y.M.C.A. This Committee will convene for two one-day meetings at Atlanta University in June and September, 1958.

A Seminar Director and Assistant will be appointed in June and will help in the preparation of reading lists, case studies, and programs for the Seminar. The Director will receive a salary during August; his Assistant will receive a stipend to cover room, board, and travel to the Seminar.

# B U D G E T

| | | |
|---|---|---|
| Seminar Preparation | | |
| | Travel by USNSA Staff | 400 |
| | Secretarial assistance | 300 |
| | Administrative expenses | 185 |
| Seminar | | |
| | Directors salary | 250 |
| | Room and board | |
| | 17 people for 25 days @ $8 | 3,400 |
| | Travel | |
| | 17 people @$100 | 1,700 |
| | Resource materials and working papers | 300 |
| | Resource people | |
| | Travel: 10 people @$100 | 1,000 |
| | Room and board: 10 people for 3 days @$8 | 240 |
| Advisory Board Meeting | | |
| | Travel—staff and advisors | 1,000 |
| | Board | 75 |
| Contingency | | 500 |
| | TOTAL REQUEST | $9,350 |

THE COLLEGE STUDENT AND THE CHANGING SOUTH
A Consideration of Racial Tensions Confronting the Southern Campus

Grant Received From the Field Foundation, April 25, 1958

INTRODUCTION

> "One of the tragedies of our present situation is found in the fact that there is so little real discussion of the issues except within the separate racial groups. Under such circumstances it is inevitable that misunderstandings will continue and that suspicion and distrust will be encouraged."
> --Statement by Atlanta Ministers, November, 1957

The United States National Student Association requests a grant of $6,450 to enable it to subsidize partially a conference of student leaders to develop greater student responsibility for improved race relations on the Southern campus.

The Southern Area Council of the Young Men's Christian Association, the United Student, the American Friends Service Committee (Max Heirich), United Student Christian Council, and other student organizations with Southern chapters have cooperated in planning this project. Six area student seminars have been held and a Southern Planning Committee of ten students met at Atlanta University, March 8, 1958. Eleven more area seminars will precede the conference which is scheduled for Movember of 1958.

BACKGROUND

College students in the South are fulfilling an improtant role in peaceful compliance with the Supreme Court decision on desegregation. The Southern student is the person most directly involved in the integration process; he is also the potential leader who can save a community, a country from the

tragedy of Little Rock. Student attitudes are not so deeply prejudiced as those of their elders, already there have been instances which indicate the value of student leadership in relieving critical situations in newly-integrated colleges or public schools.

For several yearsm students from North and South alike have expressed interest in human relations progress and programs on Southern campuses. In October, 1957, the United States National Student Association called a meeting of national student groups with Southern chapters to consider areas of cooperative programming in human relations on the Southern campus. It was felt by leaders of these groups that a Southern Conference would be highly valuable, but that the final decision as well as the planning should come from Southern students themselves. USNSA contacted five student body presidents in key cities of the South to convene one-day seminars of students to consider the feasibility of a Southern Conference and what might be the most helpful program in light of Southern problems.

Six inter-racial seminars have been held in Atlanta, New Orleans, Memphis, Nashville, Chapel Hill, and Austin. It was unanimously felt by over 75 students involved that a larger South-wide conference of student leaders would be helpful in promoting an exchange of ideas and program considerations for development of better human relations on the changing Southern campus. Each of the six seminars selected members for a Southern Planning Committee which met at Atlanta University on March 8, 1958, to decide on the time, place and program of the Southern Conference. Expenses for the committee

meeting were borne by the Southern Area Council of the Y.M.C.A.

PROPOSAL

The purpose of this Conference is to develop greater student responsibility in the solution of human relations problems in the Southern community and campus. The goals which such a meeting will accomplish are stated in the Southern Planning Committee minutes:

1. To bring together prople of good will to discuss the problems arising out of racial tensions in the South;

2. To help those attending understand the problem; even if no opinions were changed, this would be a worthwhile goal;

3. To help each participant more clearly develop and formulate his own thinking on the race question through the interaction of fact and varying opinion;

4. To create an interracial, interpersonal experience which would be valuable in and of itself;

5. To help those participating more clearly to understand the mecessity of desegregation and integration.

The interracial Conference will be of and for student leaders on Southern college and university campuses. One hundred fifty students will participate in the three-day meeting from approximately seventy-five institutions in fifteen Southern states.

The conference will probably be held in Tennessee either the first weekend in November or during the Thanksgiving holidays. Students will not necessarily represent their colleges, but will be selected by representative student government leaders and religious organizations on their campuses.

Program emphasis for the Conference will be educational in nature

with discussion and problem-solving through the use of case studies and speeches by outstanding Southern educators and community leaders. The Conference will be interracial but participation from students with varying opinions on the issue of desegregation is expected.

The Conference will be preceded by another series of ten interracial seminars to be held in different areas of the South. These seminars will consider the program and participation for the Southern Conference to be held in November.

Travel expenses for the Conference will be borne by the individual participant, with partial subsidies from this grant. Room, board, and program expenses will be financed by the grant.

An estimated budget is attached to this proposal. Checks may be made payable to the United States National Student Association, 1234 Gimbel Building, Philadelphia 7, Pennsylvania. Contributions to the Association are tax-exempt. A photostat of our certificate of tan exemption is attached, as well as a copy of our 1956-7 financial audit.

The generous support of foundations have made similar projects undertaken by the Association possible. Any contribution which you may wish to make to this project would be deeply appreciated.

# B U D G E T

| | |
|---|---|
| Room and Board<br>150 participants @ $6/day/3days | $2,700 |
| Partial Travel Subsidy | 2,000 |
| Speakers and Resource Persons<br>Room and Board<br>Travel | 250<br>1,000 |
| Program Materials | 200 |
| Administrative Expenses<br>USNSA officer travel in organizing project | 300 |
| TOTAL REQUEST | $6.450 |

# M E M O R A N D U M

TO: All Southern member colleges of the United States National Student Association

FROM: Ray Farabee, President, USNSA

RE: Southern Student Human Relations Seminar, August 4-29, 1958; Nominations and applications from your campus for one of fifteen scholarships.

DATE: May 10, 1958

> "These are days of tremendous political and social tension throughout our entire world, but particularly in our nation and beloved Southland....One of the tragedies of our present situation is found in the fact that there is so little real discussion of the issues except within the separate racial groups. Under such circumstances it is inevitable that misunderstandings will continue and that suspicion and distrust will be encouraged."
>
> ***** Statement by Atlanta Ministers, November, 1957

In light of the problems pointed out by the Atlanta ministers, the United States National Student Association is sponsoring a four week seminar for fifteen Southern students to be held August 4-29 in conjunction with the National Student Congress in Delaware, Ohio, August 20-29. Travel, room and board expenses will be covered for each delegate through a grant which USNSA has just received from the Marshall Field Foundation.

The purpose of the Seminar is to develop understanding of the problems and complexities of race relations in the South, and to provide an educational experience which will prepare its participants to make a responsible contribution to the solution of human relations problems facing them on their campuses or in their communities, critical problems in which they have a unique opportunity and obligation.

The Seminar will be interracial with five students each from recently desegregated colleges, segregated colleges, and predominately Negro colleges. These students will be selected in early June by a selection board composed of Paul Rilling of the Southern Area Council of the YMCA, Max Heirich of the American Friends Service Committee, and Ray Farabee, USNSA.

Outstanding resource persons will be invited to aid in the preparation of the program and participate in the Seminar. The Seminar will meet

# REPORT

## SOUTHERN STUDENT HUMAN RELATIONS SEMINAR

August 3 - 29, 1958

# REPORT

## SOUTHERN STUDENT HUMAN RELATIONS SEMINAR

August 3-29, 1958

### INTRODUCTION

The United States National Student Association sponsored a seminar of fourteen southern students, August 3-29, 1958, financed by a grant from the Field Foundation of $9,350, received April 22, 1958. The Southern Student Human Relations Seminar was held in conjunction with the 11th National Student Congress, Ohio Wesleyan University, August 20-29. The first two weeks of the Seminar, August 3-19, were held at Ohio State University near Ohio Wesleyan.

The purpose of this Seminar, as stated in the prospectus, was "to develop understanding of the problems and complexities of race relations in the South and to provide an educational experience which will prepare these students to make a responsible contribution to the solution of the human relations problems facing them on their campuses or in their communities". The Seminar was interracial with a proportionate number of students from recently desegregated colleges, segregated colleges and predominately Negro colleges.

Ray Farabee, past president of the United States National Student Association, directed the Seminar for the first two weeks, with Martha

Morrison as Assistant Director and Dr. Warren Ashby, Professor of Ethics, Women's College of the University of North Carolina, Consultant to the Seminar. As planned, Dr. Ashby assumed the responsibilities of the Director during the last two weeks of the Seminar.

PREPARATION FOR THE SEMINAR

Application forms and explanatory memoranda were prepared shortly after the receipt of the grant and sent to all Southern member colleges of USNSA. (See appendix for memorandum and application form). Additional forms and memos were sent to other agencies working in the South including the YMCA and the American Friends Service Committee in order to reach as many qualified potential Seminar participants as possible.

In developing the program for the Seminar, USNSA consulted persons working in Human Relations and presented the first draft of the Proposed Curriculum and Program to the Advisory Committee of the Southern Student Human Relations Seminar in a meeting of this group June 16, 1958, Luckie Street YMCA, Atlanta, Georgia. Members present at the meeting were: Chairman, Rev. Charles M. Jones, Chapel Hill, N. C.; Dr. Gordon W. Lovejoy, Program Consultant, National Conference of Christians and Jews; Mr. Paul Rilling, Staff Associate, Southern Area Council of YMCA's; Mr. Frederic Routh, Assistant Director, Southern Regional Council; and Mr. Ray Farabee, President, United States National Student Association. Dr. Alonzo G. Moron, President of Hampton Institute, and Dr. Benjamin Mays, President of Moorehouse College, were not able to attend the meeting.

Recommendations of the Advisory Committee were incorporated into the Second Draft of the Proposed Curriculum and Program speakers and resource persons were invited to participate in the Seminar. Final arrangements were made with Ohio State University for room, board, and meeting facilities during the first two weeks of the Seminar.

The following students were selected from a total of 36 applications for the Seminar by a selection committee comprised of Mssrs. Max Hierich, Southeastern Region, American Friends Service Committee, Paul Rilling, Associate Secretary, Southern Area Council, YMCA, and Ray Farabee, President, USNSA:

Jerry M. Duncan, Southwestern College, Memphis, Tenn., Class of '61
Frank C. Elkins, University of North Carolina, Chapel Hill, Class of '61
Daniel Ellis, Maryville College, Maryville, Tenn., Class of '60
Doyle M. Fellers, Southwest Texas State Teachers College, San Marcos, '60
John H. Hafner, Spring Hill College, Mobile, Alabama, Class of '60
Gloria V. Haithman, Hampton Institute, Hampton, Virginia, Class of '60
Anthony R. Henry, University of Texas, Austin, Texas, Class of '60
Joseph C. Jones, Johnson C. Smith University, Charlotte, N. C., Class of '58
Art B. Moore, Florida State University, Tallahassee, Florida, Class of '59
Edward Oliver, Florida Agricultural and Mechanical University, Tallahassee, Class of '61
Will Ann Owens, Arkansas A. and M., Monecello, Arkansa, Class of '59
Earl A. White, Dillard University, New Orleans, La., Class of '59
Mary Alice Wingate, Womens' College, University of North Carolina, Greensboro, Class of '59
Martha Morrison, Assistant Director, George Peabody College, Nashville, Tenn., Class of '59

Advance information was sent to each participant including two books for assigned reading, An Epitaph for Dixie by Harry S. Ashmore and With All Deliberate Speed edited by Don Shoemaker.

Copies of resource material was purchased through the grant from The Field Foundation, while other materials were received without cost from the Fund for the Advancement of Education of Ford Foundation,

the National Conference of Christians and Jews, Anti-Defimation League, the United Steelworkers, and other agencies.

THE SEMINAR IN OPERATION

During the first two weeks at Ohio State University, the Seminar met twice daily, Monday through Friday, at 9:30 A.M. and 1:30 P.M., in the Ohio Student Union Building. Men were housed in one wing of Baker Hall, and the women participants lived in Paterson Hall. Ohio State University extended library facilities to each participant, as well as recreational facilities in the Student Union Building.

The group met once a day during the last two weeks of the Seminar in Delaware, Ohio, at the 11th National Student Congress, preserving the identity and work begun while allowing participation in the Congress.

Techniques used by the Seminar varied with the use of speakers, panels, films, records, role playing, group discussion, written assignments, case studies, problem solving, and assigned reading. The following spoke to the Seminar and acted as resource persons:

Dr. Warren Ashby, Professor of Ethics, Womens' College, University of North Carolina
Mr. Frederic Routh, Assistant Director, Southern Regional Council, Atlanta, Georgia
Dr. Brewton Berry, Professor of Sociology, Ohio State University
Dr. C.H. Parrish, Professor of Sociology, University of Louisville
Dr. Strong, Dean of School of Law, Ohio State University
Mr. Weldon James, Associate Editor, Louisville Courier Journal, Co-author: The Louisville Story
Mr. Paul Rilling, former Associate Secretary, Southern Area Council of YMCA's; now Director, Virginia Council on Human Relations
Rev. Bob Hughes, Director, Alabama Council on Human Relations, Birmingham, Alabama
Mr. Elmer Paul Brock, Director, Delaware Region, National Conference of Christians and Jews, Wilmington, Deleware
Dr. Dennis Trueblood, formerly with National Conference of Christians and Jews; now professor of Student Personnel, Southern Illinois University

Rev. Will Campbell, National Council of Churches, Nashville, Tenn.
Mr. Willard Johnson, Educational Affairs Vice President, USNSA
Mrs. Eleanor Roosevelt
Dr. Frank Graham, former President, University of North Carolina; currently Special Mediator for the United Nations

Fortunately, the majority of the resource persons visited the Seminar for two days and lived in the dormitory where the participants resided. This arrangement maximized informal exchange, and proved to be a very worthwhile part of the educational experience of the Seminar.

Reading assignments were made each day for the next block of program to serve as a basis for discussion and for factual understanding of the different phases of race relations. Some of the materials ready by the group include: The Negro and the Schools by Harry Ashmore; Segregation by Robert Penn Warren; Changing Patterns by the Southern Regional Council; copies of the Southern School News; Feelings are Facts by Margaret Heaton; Race by John Gillen; What the Supreme Court Said by Leflar and Davis; The Louisville Story by Carmichel and James; case studies prepared by the Anti-Defimation League and Paul Rilling; Segregation and the Bible by Tilson; The Resolution of Intergroup Tensions by Gordon Alport; Toward a Democratic Campus by Blumberg and Longshore; segregationist literature obtained from white citizens' councils, and various reprints from magazines and newspapers. In addition to the books given to each participant, a small library was compiled to aid in research and extra reading.

## INDIVIDUAL PROJECTS

After the first week of the Seminar, each participant selected an individual project to write about within the field of college desegregation. The projects were correlated so that they could be compiled into a single workbook dealing with student aspects and views of college desegregation and human relations. The projects assigned and written up by the participants were: History of Desegregation in Higher Education; Responsibility and Student Organizations; Plans and Programs of Desegregation, (a) State Colleges and Universities, (b) Church Related and Private Colleges; Students and Public Opinion; Discrimination and Community Relations of the College; Problem Areas for Desegregating Colleges; Campus Integration; Negro Colleges and Desegregation; Resources, Bibliography, and Their Use.

## SUMMARY: WHAT WAS ACCOMPLISHED BY THE SEMINAR?

It is difficult to specifically measure the accomplishments of any educational project so briefly after its termination, but one can point out certain goals which have been achieved through the four week seminar experience. It should be emphasized, however, that the most important tangible results of the seminar will occur in the decisions and leadership of each participant during the period of story years which he lives in the South.

Specifically, the Seminar accomplished the following:

1) A thorough educational experience was provided fourteen students who will spend the remainder of their life in the southern community where they will encounter facets of this problem each day. Unfortunately, our colleges devote little or no time to education in these matters. Through the Seminar, however, a few southern leaders will be able to deal more effectively with the racial problems which confront their communities. The statement of the following participant is representative of the feelings expressed in evaluations submitted at the end of the meeting:

> "An understanding of the complexity of the race situation was very clearly pointed out. The economic, historic, and sociological background of the South were brought in at the very first of the Seminar. This was good in that it explained much about the development of segregation and the role that these factors play in the movement toward desegregation. Some of the solutions to the problem will be hard to effect, but not impossible in light of the causes. For me personally, the Seminar did much to help face, pinpoint, and understand the problems Southerners meet in a desegregation situation."

2) An examination and change of values was effected by virtue of the interracial experience which the Seminar provided. The following statement by a student from Little Rock, Arkansas, provides a good example of this:

> "For the first time in my life I was able to see the problem through eyes other than my own. I was able to be objective, at least to some degree. I was able to have close association with Negro students and with students of my own 'race' who held a vital interest in the problem."

3) An exchange of ideas which is immediately useful was brought about by the four week meeting. For the first time, students from newly integrated colleges, predominately Negro and segregated colleges, had an opportunity to discuss thoroughly the nature of student responsibility in this crucial area, and to gain experience which can be immediately utilized on their individual campuses. For example the experiences of student leaders from the University of Texas and North Carolina proved most worthwhile to the student president from Florida State University which is under court order to desegregate immediately.

4) Leadership experience and training in race relations were provided by the Seminar. The use of case studies, role playing, and other problem solving methods, gave student leaders the opportunity to realistically work with problems which their seniors are not acknowledging. The most important aspect of this leadership training was expressed in the following way by a participant from Memphis, Tennessee:

> "The fullest realization of the significance of the Seminar will possibly not be perceived until we, the participants, are called upon later to practically utilize the knowledge and experience of the Southern Student Human Relations Seminar."

# CHRONOLOGICAL REPORT OF SEMINAR PRESENTATIONS AND DISCUSSION

## SOUTHERN STUDENT HUMAN RELATIONS SEMINAR

August 3-29, 1958

August 3-18 Ohio State University, Columbus, Ohio
August 19-29 Ohio Wesleyan University, Delaware, Ohio

In conjunction with the 11th National Student Congress of United States National Student Association

DAILY SCHEDULE

SUNDAY, AUGUST 3

| | |
|---|---|
| 10:00 A.M. - 5:00 P.M. | Registration in lobby of Baker Hall |
| 6:30 P.M. | Opening Banquet |

Ray Farabee opened the Seminar with an introduction of the particpants and a brief outline of the purposes and work of USNSA, the reasons behind the Seminar, and some of the goals expected of it.

MONDAY, AUGUST 4

9:30 TOPIC: America in the Mid-Twentieth Century

Dr. Warren Ashby, Consultant to the Seminar

This introductory talk was designed to help the Seminar participants begin to put the South and southern problems into perspective with American life as it has been developing over the past half century. Dr. Ashby named and discussed some of the more important factors which have influenced and changed American life and which are general characteristics of American life today. These include increased dependence on

organizations and groups for the satisfaction of our daily needs and for our accomplishments in almost all that we do; the benefits and failures of modern technology which have given us almost unlimited ease and comfort, and which have accelerated the drive toward conformity; the rapid centralization of power in both government and economic life; the important role of the United States in international affairs, and the emerging ideology of the uncommitted peoples of the world.

In American life today, as in the South, the effects which these and other developments have had on society may be seen: a lack of community and communication based on mutual trust and respect; a depersonalization which allows the individual to disclaim responsibility for his actions and which separates him from his fellows; conflict and confusion both in individual and collective life when values, ideals and practices clash; the lack of an inclusive cause which calls for individual committment; the defaulting of leadership in community and political life; the internal crises as leaders split on vital questions, and the international crisis as the leadership of the United States is increasingly questioned and challenged.

1:30 TOPIC: The Changing South

Frederic Routh, Assistant Director, Southern Regional Council, Atlanta, Georgia

Film: "The Face of the South"- a clear and graphic presentation of four sections of the South with their corresponding geographical, economic, and social differences.

A discussion of the changing patterns in race relations began with slavery and the Civil War, including the Reconstruction and its aftermath of complete segregation, the broadening economic opportunities offered by the advent of the two World Wars and the increased industrialization and urbanization of the South. The discussion concluded with the Supreme Court decision and the expanding opportunities for economic and educational equality, and characteristics of the South and souterners as outlined in W. J. Sash's The Mind of the South.

TUESDAY, AUGUST 5

9:30 TOPIC: Desegregation

Frederic Routh

The changes which have rapidly taken place in the South are affecting the basis of segregation, and many of these alleged reasons are actually disappearing: economic differences; religious sanctions; legal sanctions; and the pseudo-scientific theories of inherent racial inferiority. A new self-image is developing in the South as regionalism slowly descreases and the South identifies more closely with the rest of the nation.

1:30 TOPIC: Race and Prejudice

Dr. Brewton Berry, Professor of Sociology
Ohio State University

Dr. C.H. Parrish, Professor of Sociology
University of Louisville

Dr. Berry took up the various concepts of race as used by anthropologists and mis-used in everyday life, pointing out that "race" is a method of classification rather than an objective entity.

Dr. Parrish discussed the nature of prejudice, its characteristics, and its effects on the holder and the object.

7:00 P.M. An hour-long test concerning the two books sent out as advance reading for the Seminar, testing the comprehension of ideas contained in the material and having the participants express their own ideas about it.

WEDNESDAY, AUGUST 6

9:30 TOPIC: Desegregation and the Negro

Dr. C. H. Parrish

A description was given of the various points of view held on integration by Negroes and a discussion followed concerning the meaning of integration to him in terms of economic and educational equality and including the psychological effect of this on him.

1:30 TOPIC: The Supreme Court Decision

Dean Strong, Dean of School of Law
Ohio State University

This included a history of the notable Supreme Court rulings on segregation-desegregation leading to the 1954-55 decisions, with consideration of the legal battles now taking place on local, state and national levels, and a discussion of Constitutional

interpretation and judicial review, emphasizing that the Constitution is interpreted by each generation as conditions and necessities change.

THURSDAY, AUGUST 7

9:30 TOPIC: Pressures, Groups, Public Opinion

Record: "The Koinonia Story" told by the Rev. Clarence Jordan

This recording of a speech made by Rev. Jordan tells of the background of the founding of the Koinonia community, the bases and principles on which it operates, and some of the pressures which have been brought to bear on it by the surrounding community.

The discussion which followed began by specifying a phrase which Rev. Jordan had used, "the struggle in the hearts of people," and became a very frank and open revelation of personal feelings, points of conflict within individuals and misunderstandings which often develops between white and Negro and which hinders effective communication between them. This discussion was one of the most important which took place between the Seminar participants, for it established clearly the differences in views and demonstrated the willingness of all concerned to work together and to respect the sincerity and integrity of these views, despite any lack of agreement with them.

12:00 Lunch at Ohio State University Faculty Club with interested faculty and administrators of Ohio State University

1:30 TOPIC: Public School Desegregation

Film: "Clinton and the Law" - an excellent coverage of the community of Clinton, Tennessee, which recreated the time of the Clinton crisis by noting the events which took place in the community when the high school desegregated, and having various members of the community give their accounts of and reactions to them.

Role Playing: school board meeting to consider how best to go about obeying a court order to desegregate the public school of the community.

Roles:
- chairman of the board, a local lawyer
- a local liberal minister
- the principal of the school
- a conservative housewife
- the local newspaper editor
- a member of the local White Citizen's Council

In the role-playing the chairman made it clear at the opening of the meeting that this was not to be a time to debate whether or not the school would desegregate since this had already been decided by the court. Instead, the open meeting would concern itself with the investigation of means to bring about a peaceful desegregation. The reactions of the board members were varied: the White Citizen's Council person expressed repeatedly his assertion that there would be no desegregation; the housewife asked if there were any legal means of avoiding it; the minister spoke of brotherhood, and the principal talked of keeping peace; the editor spoke of upholding the law of the land. Discussion

went on so long and became so heated that the board never did get around to discussing a plan for their school. The Seminar members felt that this was fairly typical of what could happen in many communities, and discussed ways of avoiding it.

FRIDAY, AUGUST 8

9:30 Press and Public Opinion

Weldon James, Editor, Louisville Courrier-Journal
co-author The Louisville Story

Discussion of the Southern press and the part it has played in the segregation-integration situation with emphasis on the general lack of support it has given the Supreme Court decision. Different types of reporting and how they can affect reactions to desegregation within a community.

1:30 TOPIC: Continuation of Discussion of Public Opinion

Further discussion of the ways in which public opinion is formed and swayed.

SATURDAY, AUGUST 9

9:30 Evaluation of First Week's Work

Reading - too much to read thoroughly, but makes us familiar with sources of specific information.

Schedule - first week almost too much. Need a little more time to get settled and acquainted.

Discussion - like the method used of staying in one group and discussing the topic immediately after the speaker finished.

Role Playing - good when realistically used.

Speakers - good to have men who are knowledgeable in their own fields and in human relations work.

List of topics to be discussed more thoroughly.

Discussion of individual projects.

The rest of Saturday and Sunday was free. On Sunday night, the group attended a production of "Paint Your Wagon" at the university theater.

Over the weekend there was assigned an individual project on plans for desegregation of each participant's home campus. They were to give a brief description of their campus and outline a plan for its desegregation, or, in the case of desegregated campuses, tell what could have been done differently or better.

MONDAY, AUGUST 11

9:30 TOPIC: Desegregation and Higher Education

Paul Rilling - formerly with the Southern Area Council of the YMCA in Atlanta; now Director of the Virginia Council of Human Relations

Mr. Rilling began with the statement that of all areas in which desegregation has taken place, college desegregation has gone most quietly and rapidly and shows the most promise for future desegregation. Statistics from 17 states on formerly all white institutions which now have Negro students show that college desegregation began before 1954 and has made rapid progress. He listed and discussed the areas of dissent and tension which might be expected to develop, as well as those sources which

could prove favorable to desegregation on a campus.

1:30 TOPIC: Segregation on Campus

A student panel of three Seminar participants gave a history of desegregation on their campuses and reactions among students, faculty and administration.

Maryville College, Maryville, Tennessee - Presbyterian
University of Texas, Austin, Texas
University of North Carolina, Chapel Hill

The responsibilities of a student leader on a desegregating campus were discussed and a more clear insight was gained into the size and complexity of the job which faces a campus leader when his school is ordered to desegregate.

TUESDAY, AUGUST 12

9:30 TOPIC: Cooperation with Faculty and Administration

Role Playing:

A group of three students including the Student Body President, campus editor, and leader of a campus religious organization petition for unlimited cuts and demonstrate how not to work with the administration and faculty.

The three students meet with the president of the college and the faculty member who is head of a committee. They bring a petition signed by a large number of the students asking for a system of unlimited cuts. Rather than sitting down with the administration and trying to work out a system or make alternate suggestions, they threaten boycott of classes and articles in the student press.

They demand student rights without realizing that there are also administrative rights and student responsibilities.

Discussion by Seminar: If students want changes which are within their bounds, the best way to achieve them is by working with the faculty and administration to find out what is possible rather than assuming that students have the right to make all the decisions. The rights of all concerned must be recognized.

1:30 Preparation for Desegregation on Campus:

Student panel of Seminar members made up of two students from recently integrated campuses and two from campuses which face integration discussed methods used or methods which could be used on their particular campuses.

Women's College, University of North Carolina, Greensboro
Spring Hill College, Mobile, Alabama
Southwest Texas State Teachers College, San Marcos
Florida State University, Talahassee (under court order)

Discussion of specific campus problems followed.

WEDNESDAY, AUGUST 13

9:30 Campus Integration

Rev. Bob Hughes, Alabama Council on Human Relations

Rev. Hughes was at the University of Alabama when Miss Autherine Lucy enrolled and he gave his account of the events which led to the formation of the mob actions, emphasizing the lack of planning for integration, and discussing the part which various campus organizations played, i.e., religious groups.

Role Playing: On a desegregated campus a Negro student is ready to drop out. Another Negro student and the chairman of the student human relations committee try to persuade him to stay.

Roles: - Negro student ready to drop out
-Negro friend who is also a student
-student chairman of the human relations committee

The first student is tired of feeling like an outsider and wonders if those white students who have professed friendship are really interested in him or if they're "just another committee".
His friend tries to persuade him that he has more than himself to consider before he drops out; that there are others depending on him to stay in.
The chairman of the human relations committee feels that the Negro student is somewhat unfair in his statement that there is actually nothing being done and tries to point out the necessity for slowness.
This role playing demonstrated how communication between white and Negro can break down when, on the part of either, there is a mistrust of motives or an inability to see more than one side of the situation.

1:30 TOPIC: Religious Organizations and Programming

Rev. Bob Hughes

CONSIDERATIONS: a synopsis of the stands which national denominational organizations have taken on segregation and the

Supreme Court decision with information concerning the reaction of some local denominational groups in the deeper South; a discussion of some of the problems of the church taking a definite pro-integration stand in an area where the feeling is segregationist; and an outline of some of the constructive interracial work being carried on in the South.

Student Panel: Campus Religious Work

- United Student Christian Council: its organization and work on national lines
- Student Christian Organizations at the University of Texas: what is being done on local levels by Protestant organizations.
- Catholic stands and work, both nationally and locally
  The problems of involving students in interracial work on campus.

THURSDAY, AUGUST 14

9:30 TOPIC: Preparing and working with the community

Elmer Paul Brock, National Council of Christians and Jews in Delaware

Mr. Brock spoke from his personal experiences working with various community organizations in the field of human relations and gave some very practical suggestions for working with groups, emphasizing being an effective instrument for social change rather than being highly publicized. He suggested the use of strategy which is best suited to the given situation, and thorough knowledge of the situation in which one is working.

1:30 Continuation of morning discussion

Further suggestions for working in the community and on campus with suggested group techniques.

Role Playing: A student body president tries to persuade a restaurant owner to allow the new Negro students to eat there.

Roles: student body president
restaurant owner

The student body president has a talk with the owner of a restaurant near campus, explains that the school is under court order to desegregate, and asks the owner to allow the Negroes to be served in his establishment. There is some discussion with the owner giving various excuses for not permitting it. All his arguments are met and he reluctantly agrees to try it for awhile, letting the Negroes use the back booths. He is hesitant about the effect this will have on his business in a pro-segregation community.

Role Playing: A Negro and white student enter a restaurant.

Roles: Negro Student
white student
restaurant owner

A Negro and a white student enter a restaurant near campus and sit down. The owner calls the white student aside and tells him that he cannot serve the Negro. He offers to have food fixed for them to take out, but he will not allow integration in his restaurant, saying that he has a family to support and cannot let his business be ruined.

Discussion of these two situations indicated the importance of not using a threatening attitude when approaching businesses off campus and asking for their cooperation in desegregation. It was felt that it would be much better to talk to the man first

rather than bring Negroes into the place with no warning. Some of the methods which could be used in a situation like this were discussed.

FRIDAY, AUGUST 15

9:30 Discussion of projects

The individual projects consisted of the writing of papers on different phases of campus integration to be combined into a handbook which can be used on desegregating campuses.

The following procedure was used:

-assignment of chapters and writing of first draft
-submitted to Warren Ashby for first editing
-given back to author with suggested changes
-re-written and resubmitted to Warren
-second editing, and if no further major changes, given to Ray Farabee
-USNSA will edit, have the chapters mimeographed and circulated among Seminar advisors for their suggestions,
-material sent back to authors for final writing
-final editing, compilation, and publication (NSA will print the handbook if it turns out to be of high enough quality.)

The authors were urged to use all available resources such as --other Seminar participants, resource persons and speakers at the Seminar, the knowledge which they had gained, and available publications.

1:30 Agencies and Resources

Dennis Trueblood, formerly with National Council of Christians and Jews; Professor of Student Personnel, Southern Illinois University

CONSIDERATIONS: A listing and description of the numbers

and types of agencies which can be utilized by persons working in the human relations field, their particular lines of specialization, and suggestions in best working with them. Also several directories of agencies in which information can be obtained were listed.

Material and publications which can be used in human relations were suggested along with samples of such material.

TUESDAY, AUGUST 19

9:30 A brief meeting to plan for the second drafts of the projects and to discuss Congress participation

4:30 Moved to Ohio Wesleyan, Delaware, for the 11th National Student Congress.

WEDNESDAY, AUGUST 20

10:00 A. M. A background of the November conference of Southern students and an outline of the points to be covered in the Seminar reports were given to the various regions of USNSA in their meetings.

Martha Morrison - Planning Committee Southern Conference
Warren Ashby - Seminar Consultant

Outline for Seminar Reports to the Regional Meetings:

(1) basic facts - number of participants and distribution, geographic and campus type; how the Seminar is financed and what it hopes to accomplish

(2) program - briefly, what topics are covered and who the speakers are

(3) suggested reading - some of the source books used and the topics covered in them

(4) question period - to take up most of the time, let the audience ask what it wishes about the Seminar

THURSDAY, AUGUST 21

10:00 A.M. Role of Religious Organizations in Community

Rev. Will Campbell, National Council of Churches, Nashville, Tenn.

An unstructured talk dealing with Rev. Campbell's personal experiences working in communities with the National Council of Churches, and his experiences with the successes and failures of the community church in dealing with integration.

FRIDAY, AUGUST 22

10:00 A.M. Campus Programming

Rev. Will Campbell

Discussion of various specific human relations programs carried on on different campuses and the students' responsibility and role concerning them.

SATURDAY, AUGUST 23

5:00 P.M. Dinner meeting and discussion of projects. Final deadline set for second drafts.

SUNDAY, AUGUST 24

10:00 A.M. Student Responsibility

Willard Johnson, Educational Affairs Vice-President
USNSA

The program of student responsibility carried on this year by USNSA on several pilot campuses throughout the country was outlined. It was designed to give the student some conception of the role he plays in college and the role his particular college plays in the educational pattern, and to develop the student's awareness of his responsibilities in working with all possible phases of his educational program.

MONDAY, AUGUST 26

11:00 A.M. International Aspects of our Desegregation Problem

Mrs. Eleanor Roosevelt, Speaker at the Congress

The main political struggle today is between the communist and the non-communist world, and in that struggle, over 90% of the world's uncommitted peoples are colored. Within the colored peoples in all sections of the world there is a great desire for freedom and for the attainment of that basic dignity which has been denied them. The progress of desegregation in the United States is being watched as some sort of indicator as to how the basic American principle of equality coincides with American sincerity in putting it to practice.

WEDNESDAY, AUGUST 27

10:00 A.M. Student-Faculty-Administration Relations

Dr. Frank Graham, Special Mediator of United Nations
former college professor and President, University of North Carolina

Spoke of his experiences in a university setting, working with the developing concept of integration in education, and of his concept of leaving students as free as possible in their expression of opinion and in learning experience. Has found that the more free students are, the more responsibility they accept for their own actions and education.

THURSDAY, AUGUST 28

5:30 Dinner meeting. Final meeting of Seminar.

# APPENDICES

SOUTHERN STUDENT HUMAN RELATIONS SEMINAR

Financial Statement as of October 3, 1958

| | Budget | Expenses to Date |
|---|---|---|
| Seminar Preparation | | |
| Travel by USNSA | $ 400.00 | $ 380.03 |
| Secretarial | 300.00 | 300.00 |
| Administrative Exp. | 185.00 | 195.59 |
| Seminar | | |
| Directors Salary | 250.00 | 350.00 |
| Room and Board | 3, 400.00 | 2, 706.00 |
| Travel | 1, 700.00 | 1, 475.45 |
| Resource Material | 300.00 | 310.90 |
| Resource People | | |
| Travel | 1, 000.00 | 834.64 |
| Room and Board | 240.00 | 221.00 |
| Advisory Meeting | | |
| Travel | 1, 000.00 | 251.26 |
| Room and Board | 75.00 | --0-- |
| Contingency | 500.00 | 147.00 |
| | $9, 350.00 | $7, 159.27 |

unexpended balance $2, 190.73

This does not include the following estimated expenditures:

| | |
|---|---|
| Contingency (secretarial work on Report) | $ 100.00 |
| Advisory Meeting Room and Board | unknown as yet |
| Resource Material | 25.00 |
| Administrative Expense | 25.00 |

June 19, 1958

Mr. Ray Farabee, President
U. S. National Student Association
1234 Gimbel Building
Philadelphia 7, Pennsylvania

Dear Ray:

Hope you don't think you will be inundated by correspondence from this office, but here is an annotated bibliography that our Research Assistant did. I think you will find it most helpful.

All good regards.

Cordially,

Frederick B. Routh
Assistant Director

(Dictated by Mr. Routh, signed in his absence)

FBR:ls

Enclosure (annotated bibliography)

Form letter sent in FBR's absence

Rec - 6/23

UNITED STATES NATIONAL STUDENT ASSOCIATION

1234 GIMBEL BUILDING • PHILADELPHIA 7, PA.

RAY FARABEE, PRESIDENT

June 20, 1958

Mr. Frederic B. Routh
Assistant Director, Southern Regional Council Inc.
Room 423
63 Auburn Ave. NE
Atlanta 3, Georgia

Dear Fred:

Thank you for your participation in the Advisory Committee of the Southern Student Human Relations Seminar in Atlanta last Monday. I greatly enjoyed the opportunity to see you again and your suggestions and help both on Monday and Tuesday morning were most helpful.

I shall look forward to receiving the booklets and list of hate organizations. Thanks for your help on these matters.

Warren Ashby accepted the position of consultant to the Seminar. We shall keep you briefed on further developments and I am very happy that you will be participating in the first few days of the Seminar at Delaware, Ohio.

Best wishes,

Ray Farabee

Ray Farabee

RF:ed

EAL
762 - 1 35 - 5 21 - 6 30 dinner Student Union - ed. Bartlett Hall - dep

EAL 711 - 6 21 call 8 00
309 8 45 - call 9 55

# UNITED STATES NATIONAL STUDENT ASSOCIATION

1234 GIMBEL BUILDING • PHILADELPHIA 7, PENNSYLVANIA • MArket 7-7357

July 1, 1958

Mr. Fred Routh
Assistant Director, Southern Regional Council
63 Auburn Ave. NE
Atlanta 3, Ga.

Dear Fred:

Plans for the Southern Seminar are moving along. Thank you again for the publications which you sent. They have arrived in good shape. We did not receive the copies of The New South on college desegregation nor the complete set of the NewSouth. Perhaps these will arrive under special cover.

Enclosed you will find a list of the Seminar selections thus far as well as minutes for the Advisory meeting and the second draft of the proposed program. It is still possible to stretch this program out and I think we will probably end up doing so. If you have any suggestions or comments, please let me know. You will note that you are slated for the program Monday and Tuesday, August 4 and 5. We shall look forward to having you with us.

I am inviting John Popham to speak on August 7and 8. If you can be of assistance in getting him to be with the Seminar for these two days we will appreciate any help you might give us. If it is only possible for him to come one day, we would like to have him on August 8th which will deal with segregation-desegregation in the public schools.

Best wishes and I hope all is going well for you.

Sincerely yours,

Ray

Ray Farabee

RF:ed

OFFICERS

*President*
**RAY FARABEE**
University of Texas

*Executive Vice President*
**DONALD F. CLIFFORD**
The Catholic University of America

*International Affairs Vice President*
**BRUCE D. LARKIN**
University of Chicago
Office Address:
142 Mt. Auburn Street
Cambridge, Massachusetts

*Educational Affairs Vice President*
**WILLARD JOHNSON**
University of California at Los Angeles

*Student Government Vice President*
**ROBERT KILEY**
University of Notre Dame

*Student Affairs Vice President*
**REGINALD H. GREEN**
Harvard University
Graduate School
Office Address:
17 Conant Hall
Cambridge, Massachusetts

*Executive Secretary*
**KATHLEEN MUMMERY**
Denison University

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**Walter P. Reuther**
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**Mrs. Eleanor Roosevelt**

**George N. Shuster**
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Hunter College

**Harold E. Stassen**

**Robert M. Strozier**
*President*
Florida State University

**E. G. Williamson**
*Dean of Students*
University of Minnesota

**O. Meredith Wilson**
*President*
University of Oregon

LIST OF PARTICIPANTS
SOUTHERN STUDENT HUMAN RELATIONS SEMINAR
August 3-29, 1958

DUNCAN, JERRY MARK SOUTHWESTERN AT MEMPHIS CLASS OF '61
Lt. Governor - Key Club International; President of Sophmore Class (S'western) Member of Student Council; fraternity pledge class president; football letterman

ELKINS, FRANK CALLIHAN UNIVERSITY OF NORTH CAROLINA CLASS OF '61
Chairman, USNSA Desegregation Subcommission; Student Union Board of Directors, three year seat; Phi Eta Sigma; Chairman, YMCA Educational Committee

FELLERS, DOYLE M. SOUTHWEST TEXAS STATE TEACHERS COLLEGE CLASS OF '60
Soph. Senator (Student Senate); President of Kappa Tau Delta; Member Kappa Pi; Member elect, Student Faculty Administration Board

HAFNER, JOHN HENRY SPRING HILL COLLEGE (ALABAMA) CLASS OF '60
Representative to Executive Council of Student Government; officer in social fraternity; member of yearbook staff

HAITHMAN, GLORIA V. HAMPTON INSTITUTE ( VIRGINIA) CLASS OF '60
Co-Chairman of SCA; member of tutorial staff, NEA; Class Parliamentarian; House Council; Delta Sigma Theta

HENRY, ANTHONY RAY UNIVERSITY OF TEXAS CLASS OF '60
Chairman, University "Y"; Co-Chairman, NSA Regional Conference Desegregation Committee; Students' Association Human Relations Commission; 75th Year Integration Committee

JONES, JOSEPH C. JOHNSON C. SMITH UNIVERSITY (NORTH CAROLINA) CLASS OF '58
Vice President, Student Council; President, SCA; Associate Editor of student newspaper; Chairman, Area Interracial Council of the Collegiate Council of the United Nations; NSA coordinator

MOORE, ART B. FLORIDA STATE UNIVERSITY CLASS OF ' 59
Student Senator(2 yrs); Attorney General (1 yr); President of Student Body; Past Chairman, Southern University Student Government Association; Assistant Sergeant at Arms, Florida Legislature

OLIVER, EDWARD FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY CLASS OF '61
Managing Editor of yearbook; member of Student Leaders Assn; Vice President, YMCA; Chairman, Host and Hostess Committee; Executive Editor, 1958-59 yearbook

OWENS, WILL ANN ARKANSAS A&M CLASS OF '59
Junior member, Alpha Chi; member of Student Senate; Member of Phi Phi Phi; Secretary, Mission Baptist Fellowship

WHITE, EARL ALONZO DILLARD UNIVERSITY (LOUISIANA) CLASS OF '59
President, Debating Guild; Editor of Yearbook; President of Junior Class; Student Body President

ELLIS,DANIEL MARYVILLE COLLEGE ( TENNESSEE)
Student Council member; NSA Coordinator; President, Kentucky UCYM; Student Chairman, South Central Regional Conference, UCYM

WINGATE, MARY ALICE WOMEN'S COLLEGE UNIVERSITY OF NORTH CAROLINA
member, Legislature 2 yrs.; Parliamentarian; State Student Legislature delegate; Chairman, Constitution Committee

DIRECTOR

RAY FARABEE UNIVERSITY OF TEXAS
Student Body President; President, United States National Student Association

ASSISTANT DIRECTOR

MARTHA MORRISON GEORGE PEABODY COLLEGE (TENNESSEE)
member of Student Council; Vice President, Senior Class; President, Tennessee Student Christian Council; staff member, student paper, staff member, yearbook; NSA coordinator

CONSULTANT

DR. WARREN ASHBY, PROFESSOR OF RTHICS, WOMEN'S COLLEGE, UNIVERSITY OF NORTH CAROLINA, GREENSBORO, NORTH CAROLINA

SECOND DRAFT

# PROPOSED CURRICULUM AND PROGRAM FOR THE SOUTHERN STUDENT HUMAN RELATIONS SEMINAR, AUGUST, 3-29

Aug. 3-19 Ohio State University
Aug. 20-29 Ohio Wesleyan University
USNSA National Student Congress

## SUNDAY, AUGUST 3

### Afternoon

Registration and Assignment of ooms

### Night

| | |
|---|---|
| TOPIC: | Introduction to the Seminar (Dinner Meeting, 6:00 P.M.) |
| CONSIDERATIONS: | Introduction of Seminar Participants and Personnel; Purpose of Seminar; History and Purpose of USNSA; Discussion of what each participant expects from the Seminar |
| PERSONNEL: | Ray Farabee, Director of Seminar and President, USNSA |
| TECHNIQUE: | Presentation by Ray Farabee and group discussion |

## MONDAY, AUGUST 4

### Morning

| | |
|---|---|
| TOPIC: | America in the Mid-Twentieth Century |
| CONSIDERATIONS: | Changing Patterns and Attitudes in the U.S.; National and International Challenges to our Democratic system and way of life; American Values and Standards |
| PERSONNEL: | Dr. Warren Ashby, Consultant to the Seminar, Professor of Ethics, Women's College, U. of N.C. |
| TECHNIQUE: | Presentation by Dr. Ashby and group discussion |

### Afternoon

| | |
|---|---|
| TOPIC: | The Changing South |
| CONSIDERATIONS: | History and Background of the South; Segregation; Changing Patterns of Race Relations |
| PERSONNEL: | Frederic Routh, Assistant Director, Southern Regional Council |

TECHNIQUE: Presentation, Mr. Routh; Film, "The Face of the South"

Night

READING ASSIGNMENT: Segregation, Robert Penn Warren. Changing Patterns, Southern Regional Council; Black Monday, Judge Thomas Brady

TUESDAY, AUGUST 5
Morning

TOPIC: The Changing South

CONSIDERATIONS: Patterns in Different Regions of the South; Factors influencing Southern attitudes and traditions; development of prior considerations presented by Mr. Routh

PERSONNEL: Frederic Routh

TECHNIQUE: Group Discussion

Afternoon

TOPIC: Segregation and Desegregation

CONSIDERATIONS: Arguments for segregation and desegregation; What the Negro wants; Democratic ideals and practices; International implications; What and why the conflicts

PERSONNEL: Discussion leaders

TECHNIQUE: Role Playing and Discussion Groups

Night

READING ASSIGNMENT: Feelings or Fact, Heaton; The Fears Men Live By, Hirsch Race, Gillan, What the Supreme Court Said, Lefav and Davis

WEDNESDAY, AUGUST 6
Morning

TOPIC: Race and Prejudice

CONSIDERATIONS: Nature of race; racial prejudices; effects of segregation and desegregation

PERSONNEL: Leading Sociologist or Psychologist
Possibly Dr. Brewton Berry, Ohio State or Dean M.M. White, U. of Kentucky or Dr. C.H. Parish, U. of Louisville

TECHNIQUE: Presentation, group questions and discussion

Afternoon

TOPIC: Supreme Court Decision, May 17, 1954 and May 31, 1955

CONSIDERATIONS: Legal Actions and Developments Leading to Court Decisions; Basis for Court Decisions; Implications of Decisions; Effects and Implementation; Retalitory action by Southern State Agencies and Legislatures

PERSONNEL: Law Professor from Ohio State or possibly Marion Wright

TECHNIQUE: Factual Presentation, possibly the Omnibus film on the Constitution

Night

READING ASSIGNMENT: Selections from Southern School News, pro-segregation literature, pro-integration literature, special report of SRC on pro-segregation groups in the South by Anthony

THURSDAY, AUGUST 7
Morning

TOPIC: Political Aspects and Pressures

CONSIDERATIONS: Reactions to the Court Decision; Political Leadership; The Effects of Demigogery; Political Pressures on Individuals; Public Schools and Institutions of Higher Education; Actions of State Legislatures; Civil Rights

PERSONNEL: John Popham or Mark Ethridge, Louisville Courier Journal or John Sherman Cooper (tentative)

TECHNIQUE: Presentation and Discussion

Afternoon

TOPIC: Pressure Groups, Press and Public Opinion

CONSIDERATIONS: Review of Pressure Groups, Their Activities and Effect; The Role of the Southern Newspaper; Communications and Influencing Public Opinion

PERSONNEL: Same as above

TECHNIQUE: Role Playing

Night

READING ASSIGNMENT: sections of the Negro and the Public Schools, Ashmore; With All Deliberate Speed, Shoemaker; Southern School News; The Louisville Story, Charmicheal

FRIDAY, AUGUST 8
Morning

TOPIC: Desegregation and the Public School System

CONSIDERATIONS: Compliance with the Supreme Court Decision; Status of Segregation and desegregation Throughout the South; Effects of Desegregation in Public Schools; Problems Rising from Desegregation; Consideration of Various Communities which have Desegregated or attempted Desegregation

PERSONNEL:

TECHNIQUE: Film, "A City Decides", "The Clinton Story", Ed. Murrow; Discussion

Afternoon

TOPIC: Desegregation and the Public Schools

CONSIDERATIONS: Same as Above

PERSONNEL: Possibly Dr. Charmichael of Louisville or Mrs. Benita Vallian, Fisk Institute or someother public school administrator from the South

TECHNIQUE: Presentation and Discussion

Night

READING ASSIGNMENT:

SATURDAY, AUGUST 9
Morning

TOPIC: Program Evaluation and Discussion of Individual Projects

CONSIDERATIONS: What has been accomplished during the first week of the Seminar? In what ways may the program be improved? What new Techniques might be used? What are individual projects that might be developed by subdivisions of the Seminar during the next week and during the National Student Congress

PERSONNEL: Staff

TECHNIQUE:

Afternoon

FREE TIME

Night

Possible visit to Antioch for summer stock production or some other entertainment in the Columbus, Ohio vicinity

SUNDARY, AUGUST 10
Morning

FREE TIME - area religious services

Afternoon

Night

READING ASSIGNMENT: These Have Integrated, Lovejoy; The Quiet Revolution, Rilling; Special assignments from other books and periodicals

MONDAY, AUGUST 11
Morning

TOPIC: Desegregation in Higher Education

CONSIDERATIONS: History of College Desegregation; Distinctions between Higher Education and Public School System; What has Happened When Colleges Desegregate; Student Reactions to Desegregation

PERSONNEL: Paul Rilling, Associate Secretary, Southern Council, YMCA

TECHNIQUE: Presentation by Rilling with group discussion

Afternoon

TOPIC: The Role of the Student in Desegregation

CONSIDERATIONS: What Responsibility does the Student Have for Human Relations Problems? What role have students played at various colleges and universities? What form of programming has proved effective?

PERSONNEL: Student Panel from Seminar, moderated by Rilling

TECHNIQUE: Panel with discussion and buzz groups

Night

READING ASSIGNMENT AND WORK ON INDIVIDUAL PROJECTS

TUESDAY, AUGUST 12
Morning

TOPIC: Cooperation with Faculty and Administrations

CONSIDERATIONS: What is the role of faculty and administration in human relations problems on the campus? How can students best cooperate with faculty and administration on these problems? What is the power structure within most college and university systems i.e. State Legislature, Board of Regents, Board of Trustees?

PERSONNEL: Southern College President or Dean of Students
Southern Faculty Member and Dean of Women at Ohio State

TECHNIQUE: Panel presentation with questions and discussion from Seminar

Afternoon

TOPIC: Preparation for Desegregation on the Campus

CONSIDERATIONS: How does the campus prepare for desegregation? What are the roles of the various student organizations and student government; the student newspaper; interview techniques; campus surveys; acceptance and advocacy? What is the responsibility of the administration? Who is the administration responsible to?

PERSONNEL: Same as above

TECHNIQUE: Case studies, Role playing and Discussion

Night

READING ASSIGNMENT: 75th Year Integration Committee Report of the University of Texas; Toward a Democratic Campus; Fraternities Without Brotherhood
Work on individual projects

WEDNESDAY, AUGUST 13
Morning

TOPIC: Campus Integration

CONSIDERATIONS: Integration of new Negro students into living facilities, activities, academic background and standards, human relations programming on the campus

PERSONNEL:

TECHNIQUES: Case studies and role playing

aft ernoon

TOPIC: Preparing and Working with the Community

CONSIDERATIONS: Possible community reactions to desegregation; violence; Community pressures; Working with community leaders and law officers; Normal collegiate town-gown antagonisms; survey techniques

PERSONNEL: Possibly Elmer Paul Brock, NCCJ

TECHNIQUES: Presentation by speaker; case studies e.g. ADL case study of LaMar Tech, Beaumont, Texas; Autherine Lucy case study

Night

READING ASSIGNMENT: Segregation and the Bible, Tilson; statements by various church organizations; NCCJ publications on group tensions

THURSDAY, AUGUST 14
Morning

TOPIC: Community Discrimination and Integration

CONSIDERATIONS: Problems of discrimination in restraunts; recreation facilities and other establishments; the role of local churches; techniques of working with local merchants and community leaders in ending discrimination

PERSONNEL: Elmer Paul Brock, NCCJ (Tentative)

TECHNIQUES: Discussion and Case studies

Afternoon

TOPIC: Religious Organizations and Programming

CONSIDERATIONS: Stands and resolutions by various religious organizations; the role of the campus religious organization in problems rising from desegregation; integration of the Negro into religious groups; religious programming in the area of human relations

PERSONNEL: Will Campbell, Nashville, Tennessee National Council of Churches (Tentative)

TECHNIQUES: Presentation by Campbel with group discussion

Night

READING ASSIGNMENT: Study of various publication catalogs; study of reports and materials of November Conference of Southern Student Leaders; Study of descriptive literature from human relation agencies

FRIDAY, AUGUST 15
Morning

TOPIC: Available Resources for Campus Human Relations Work

CONSIDERATIONS: What are the various human relation agencies? What materials are available? What resource people are available?

PERSONNEL: Part Bell or Max Heirich, High Point, N.C., American Friends Service Committee (Tentative) also Dennis Trueblood, formerly with NCCJ

TECHNIQUE:

Afternoon

TOPIC: Interagency Cooperation and November Conference of Southern Student Leaders

CONSIDERATIONS: Cooperation of student groups in the solution of human relstions problems; background of Nov. Conference of Southern Student Leaders; area consultations preceeding Nov. Conference

PERSONNEL: Ray Farabee and possibly Max Hierich

TECHNIQUES:

Night

Work on individual projects and preparation of evaluation materials

SATURDAY, AUGUST 16
Morning

TOPIC: Evaluation and Discussion of Individual Projects

CONSIDERATIONS: What has been gained during the last week of the Seminar? What improvements may be made during the remaining two weeks? What areas need further discussion and attention? What progress has been made on individual projects

PERSONNEL: Staff

TECHNIQUES:

Afternoon

RESEARCH; WORK ON INDIVIDUAL PROJECTS AND FREE TIME

Night

SOME FORM OF RECREATION OR ENTERTAINMENT IN COLUMBUS AREA

SUNDAY, AUGUST 17
Morning

FREE TIME AND RELIGIOUS SERVICES

Afternoon

FREE TIME AND WORK ON INDIVIDUAL PROJECTS

NOTES AND COMMENTS ON SEMINAR PROGRMA:

1. This is a tentative program and curriculum for the Seminar and is subject to change

2. Individual projects will be developed during the first part of the Seminar and will consume a greater part of the participant's time during the second third and fourth weeks of the Seminar.

3. Not all resource materials or persons are listed. Additional material will be assigned for reading other than those listed.

4. The program for Monday, August 18 and Tuesday, August 19 will be developed during the second week of the Seminar after the staff and seminar have had opportunity to e aluate the needs of the group and the way in which the timing of the program is working out.

5. Reading assignments prior to the first day of the Seminar will be made. The two books, An Epitath for Dixie by Ashmore and With All Deliberate Speed by Shoemaker will be sent to all Seminar participants

6. The programming for the Seminar during the third and fourth week, i.e. during the National Student Congress will be developed at a later date. It is now beginning to take shape. The Seminar will meet with Mrs. Eleanor Roosevelt on the morning of Wednedsay on the morning of August 27th and with other outstanding public leaders who will also be addressing the National Student Congress. The Seminar will be living and working together during the Congress, but will receive the benefit of participation with approximately two hundred other Southern students and six hundred other student leaders from all parts of the United States. Each seminar participant will have some official status at the Congress, either as an official observer or as a delegate or alternate from his particular member college.

7. Dr. Warren Ashby, Consultant to the Seminar will be present for the full four weeks of the Seminar and will assume the responsibilities as Director of the Seminar during the last two weeks, that is during the National Student Congress when Mr. Farabee will be involved in other responsibilities.

8. It is hoped that the four week Seminar experience will not be the end of this program within itself, but that the knowledge and participation in the Seminar will lead to further action and programming on the campus of each participant.

# M I N U T E S
of the
ADVISORY COMMITTEE to the SOUTHERN STUDENT HUMAN RELATIONS SEMINAR
June 16, 1958, Luckie Street YMCA, Atlanta, Georgia

The first Advisory Committee meeting for the Southern Student Human Relations Seminar was held at 10:00 A.M. at the Luckie St. YMCA in Atlanta, Georgia, June 16, 1958. Rev. Charles M. Jones, Pastor of the Community Church of Chapel Hill, North Carolina served as chairman for the Advisory Committee.

Members present at the meeting were: Rev. Charles M. Jones, Dr. Gordon W. Lovejoy, Program Consultant, National Council of Christians and Jews, Mr. Paul Rilling, Staff Associate, Southern Area Council of YMCA's, Mr. Frederic Routh, Assistant Director, Southern Regional Council, and Mr. Ray Farabee, President of the United States National Student Association. Dr. Alonzo G. Moron, President of Hampton Institute and Dr. Benjamin Mays, President of Moorehouse College were not able to attent the meeting. Efforts were made to secure an alternate to serve in Dr. Mays' position on the committee, but it was not possible for this alternate to attend.

Mr. Farabee, President of USNSA, presented a report to the Advisory Committee on the purposes and progress of the preparations for the Southern Student Human Relations Seminar. This report was presented both in oral and in written form, along with other prepared materials for the meeting. Brief discussion of the purposes of the Seminar and what might be expected from such a project followed Mr. Farabee's report.

The Advisory Committee discussed next the directorship and personnel for the Seminar. It was pointed out that efforts had been made to secure a director, but with no success as of yet. In light of the absence of a director, Mr. Farabee had been acting as a director in preparations for the Southern Student Human Relations Seminar. The committee discussed the problem of dual responsibilities which Mr. Farabee would incur between the National Student Congress and the Seminar if he were to serve as the sole director of the project. The committee felt that Mr. Farabee should act as director of the Seminar for the first two weeks before the National Student Congress, but that some arrangement should be made for an advisor, co-directors, a director with a consultant or a full time director for the complete period of four weeks. Of these possible arrangements, the group felt that Mr. Farabee acting as director with a consultant would be the most desirable. (The committee decided to discuss this problem after consideration of the program and resumed discussion later in the afternoon. For convenience, the record of this later discussion is taken out of chronological order and is as follows.)

The Committee suggested the following persons who might serve as a consultant: Dr. Warren Ashby, Professor of Ethics, Women's College, University of North Carolina, Greensboro; Bob Johnson, National Council of Christians and Jews; Father Albert Foley, Professor of Sociology, Spring Hill College; Dr. Robert Menefee, Professor of Sociology, Berea; Miss Ann Queen, Associate Secretary, Student Christian Association, University of North Carolina, Chapel Hill; Mr. Rosco Giffin, and Mr. John Bennet. (Dr. Warren Ashby was contacted by telephone and Mr, Farabee visited him the next day in Greensboro, N.C. Dr. Ashby accepted the position of consultant to the Seminar and will be present at the Seminar in August.

From discussion of a consultant the Advisory Committee moved to a review of the proposed curriculum and program for the Seminar. A draft listing dates, topics, considerations, personnel and techniques was presented in written form as a basis for suggestion and development. The main points of discussion and suggestion of the Advisory Committee have been incorporated into a revised draft of the curriculum and program for the Southern Student Human Relations Seminar. This draft is attached to these minutes.

The Advisory Committee discussed the subject of advance reading assignments and agreed that it would be worthwhile for the Seminar participants to read With All Deliberate Speed by Donald Shoemaker and An Epitaph For Dixie by Harry Ashmore before arriving at the Seminar. These two books will be sent to the Seminar participants in advance and will serve as a basis of discussion for the first sessions of the Seminar.

An exhibit of human relations resource materials, pro-segregation literature and pro-integration literature was discussed and it was felt that such an exhibit or supplementary library would be useful at the Seminar. Mr. Farabee is now collecting such material for an exhibit at the Seminar.

The program of the Seminar during the 11th National Student Congress was discussed. The possibility of lengthening Seminar meetings scheduled for the first two weeks was considered and this may be done. It was suggested that the Seminar participants could still live together and maintain a degree of the unity which should result from the very intense community experience of the first two weeks at Ohio State.

The committee discussed individual and small group projects to be carried on by Seminar participants during the Congress. Special projects will be partially determined by the group, but Mr. Farabee suggested that preparation of materials for colleges which will be desegregation might be one project and work with newly integrated Negro students, such as academic counceling and aid might be another. One project whould concern itself with the November Conference of Student Leaders.

NOTES

1. The revised proposals for curriculum and program of the Southern Student Human Relations Seminar is attached to these minutes. The greater part of discussion and suggestion at the Advisory Committee meeting is incorporated into this section of the minutes. This attached revised curriculum and program is still subject to change and is being discussed with Dr. Warren Ashby, consultant to the Seminar. It is also subject to lengthening by use of night sessions for programming as well as extending part of the program into the 11th National Student Congress.

2. Resource materials presented to members of the Advisory Committee were: (a) the tentative agenda , (b) report to the Advisory Committee by Ray Farabee, President, USNSA, (c) proposed curriculum and program, (d) a copy of the original prospectus presented to the Field Foundation, (e) memorandum sent to all member colleges of USNSA and interested parties soliciting participants for the Seminar, (f) application forms for the Seminar.

3. Selections for the Seminar have been made and a list of these selections is attached.

Memo

Mailed → July 21, 1958

FROM THE DESK OF **LUEL E. CUMMINGS**

List of New Souths' mailed to:

Mr. Ray Farabee, President
U. S. National Student Association
1234 Gimbel Building
Philadelphia, Pennsylvania

1946
January
February
March
April
May
June
August
September
October
November
December

1947
January
February
March
April
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July
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1948
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1949
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Nov.-Dec.

1950
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November

1951
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December

1952
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1954
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1955
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1957
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December

(over)

1958
January
February
March
April
May
June

SOUTHERN REGIONAL COUNCIL, INC.
Atlanta, Georgia

June 18, 1958

MEMORANDUM

To: MM

From: FHR

Please cause to be sent to Ray Farabee, President
U. S. National Student Association
1234 Gimbel Building
Philadelphia, Pennsylvania

twenty (20) copies of each of the following:

1. The Negro and the Schools
2. Segregation - Robert Penn Warren
3. Changing Patterns
4. Three Views of the Supreme Court Decision
5. What the Supreme Court Said
6. New South, (issue containing college summary)
7. Resistence Groups (Paul's mimeographed study)
8. Public Ethics and the Integration Question
9. New York Times (Popham piece)
10. SRC Publication lists

They would like for their permanent files or library a complete set of New South over the years. If this is possible, it is a worthwhile repository.

The above should be sent without charge.

1. Georgia Commission on Education
   220 Agriculture Building
   19 Hunter Street, S. W.
   Atlanta 3, Georgia
   (No regular publication)

2. States' Rights Council of Georgia, Inc.
   William-Oliver Building
   Atlanta 3, Georgia
   (No regular publication)

3. American States Rights Association, Inc.
   2112 First Avenue, N.
   Birmingham, Alabama
   (No regular publication)

4. The Citizen's Council (official paper of the Citizen's Councils of America)
   605 Plaza Building
   Jackson, Mississippi

5. American Nationalist
   Box 301
   Inglewood, California
   Frank L. Britton, Editor

6. National Citizens Protective Association
   P. O. Box 156
   St. Louis, Missouri
   (Publication: White Sentinel)

7. Association of Citizens Councils
   Winona
   Mississippi

June 17, 1958

Mr. Ray Farabee, President
U. S. National Student Association
1234 Gimbel Building
Philadelphia 7, Pennsylvania

Dear Ray:

It was good to talk with you while you were here at the NSA Advisory Committee Meeting. I believe we have accomplished a good deal. The summer seminar and the fall meeting promise to be exciting events.

I am sending you the materials we discussed - note the copy of the memo I sent our Research Assistant. I am also enclosing a list of the hate organizations. Hope you find them useful.

I look forward to seeing you in Columbus, Ohio, if not before.

All good wishes.

Cordially,

Frederick B. Routh
Assistant Director

FBR:ls
Enclosures -2- (Memo to Research Assistant; list of hate organizations)

October 8, 1958

AIR MAIL

Mr. Ray Farabee
National Student Association
3457 Chestnut Street
Philadelphia 4, Pennsylvania

Dear Mr. Farabee:

This is to acknowledge the receipt of your letter of October 2nd to Mr. Routh. Because of an illness in his family, Mr. Routh is presently in Canada. We had hoped that he would be returning to the office today but the seriousness of his relative's illness is such that Mr. Routh's return is at present indefinite.

Your letter will be called to Mr. Routh's attention upon his return to the office. However, since you had requested a reply by October 8-9, I thought it appropriate to explain what has occasioned his delay in writing you.

Sincerely yours,

Luleen Sandefur
Secretary to Mr. Routh

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • BAring 2-1106

October 2, 1958

Mr. Frederic B. Routh
Assistant Director
Southern Regional Council
63 Auburn Ave, N. E.
Atlanta 3, Ga.

Dear Fred:

Things are getting settled, finally; and as you can see Bob Kiley is the new president of USNSA. Also, note our new address in Philly. We, too, have more office space, though we are in need of conference tables such as the ones in your office.

The Congress went very well. Mrs. Roosevelt and Dr. Frank Graham made excellent addresses to the group and they also spent several hours each with the Southern Seminar.

I have just finished the report on the Seminar, and we willl send you one when it comes off the memeo machine.

If possible, I would like to get a letter from you by the middle of next week(October 9 or 10) evaluating your impressions of the Seminar as a member of its advisory board and a speaker at the first session. We would like this letter as an attachment to the request for a second grant from the Field Foundation to finance the seminar again next summer. If you could speak as a past faculty person and one who is now directly envolved in the Southern situation as to the value of such prjects as the seminar and student leadership, it would be greatly appeciated.

I shall be heading back to Texas before very long. If you are in or around Dallas any time from December to June or in Austin starting next September, I hope that you will let me know so that we can get together for a visit.

Best wishes to the folks in the Council, and hope to see you again before too long. Thanks again for all of your help on the Seminar this past year.

Sincerely yours,

Ray Farabee

over

ASSOCIATED WITH: American Council on Education • International Student Conference • U. S. Commission for UNESCO • World University Service • Council on Student Travel • Young Adult Council • Nat'l Citizens Committe for UN Day • Nat'l Scholarship Service & Fund for Negro Students

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Harvard University

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**MARION SIMON**
University of Texas

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Texas Address:

2313 9th St.
Wichita Falls, Texas

HCR

# THE SOUTHERN STUDENT HUMAN RELATIONS CONFERENCE

November 28-29-30, 1958
Pfeiffer College
Misenheimer, North Carolina

## A REPORT TO THE FIELD FOUNDATION

Prepared by Reginald H. Green
Educational Affairs Vice President
USNSA Southern Student Conference
Steering Committee

119.13

March 1, 1959

This report has been prepared by the Educational Affairs Vice-President of the United States National Student Association, Reginald H. Green, as a formal accounting of the Association's grant from the Marshall Field Foundation for a Southern Student Human Relations Conference. As such, it represents USNSA's position. Although the editor has every reason to believe that the co-sponsors agree in all facts and major conclusions, this document does not represent the views of the United Student Christian Council, American Friends Service Committee, B'nai B'rith Hillel Foundation, National Federation of Catholic College Students, and USNSA collectively, as will the official Conference Proceedings which are scheduled to appear in March or April.

## INTRODUCTION

The United States National Student Association, American Friends Service Committee, United Student Christian Council, YMCA, National Federation of Catholic College Students, and B'nai B'rith Hillel Foundation sponsored a human relations conference of 150 students and resource personnel November 28, 29, 30, 1958. The conference was financed by a grant of $6,450 to USNSA from the Field Foundation. Held on the campus of Pfeiffer College in Misenheimer, North Carolina, the Southern Student Human Relations Conference drew participants from approximately 55 colleges and universities in 11 states.

As defined in the prospectus, the Conference sought "to develop greater student responsibility in the solution of human relations problems on the Southern campus and in the community. Interracial in nature, it sought to involve student leaders of widely differing convictions in sincere and serious consideration of the problems of racial tension confronting the Southern campus. A similar attempt was made to secure speakers and resource materials exemplifying differing approaches to the questions of desegregation and integration. While these efforts were not wholly successful, in that relatively few conservative students participated and groups opposing desegregation failed to supply requested materials, the students participating were representative of a wide cross-section of liberal and moderate Southern campus leadership, with a sprinkling of conservative participants." Approximately 70 per cent of the students came from integrated or segregated white campuses, and about 30 per cent from institutions with wholly or predominantly Negro student bodies. The participating delegations from several campuses were integrated, so that roughly 35 per cent of the participants were Negro students and 65 per cent white students.

Ray Farabee, past president of the United States National Student Association and director of the first Southern Student Human Relations Seminar, served as conference chairman. AFSC Southeastern College Work Secretary, Max Hierich, acted as conference coordinator, while administrative and financial details were largely handled by USNSA.

## CONFERENCE BACKGROUND AND PREPARATION

Preliminary discussion of a Southern Student Human Relations Conference by Southern student government leaders began as early as August 1955, at the 8th National Student Congress of USNSA.

Informal discussions of campus, USNSA, religious, and human relations groups continued through 1956 and 1957. In the fall of 1957, a meeting of national officers of a number of student and educational organizations recognized the common desires expressed by their Southern chapters for such a conference. During the course of the 1957-58 academic year, a dozen city and state sessions were convened by Southern student leaders to discuss the possibility of interracial action in the student human relations field. The 125 students participating in these meetings were virtually unanimous in favoring the concept of a Southwide conference.

Following the first six conferences, the Southern Regional Council of the YMCA agreed to host and finance a Planning Committee session in Atlanta during early March, to include representatices from the six conferences. With this meeting, the conference idea was reaffirmed and overall objectives and approaches were outlined. USNSA then prepared a prospectus for the Southern Student Human Relations Conference which was accepted by the Marshall Field Foundation on April 25.

Organizations whose Southern regions or national offices almost immediately indicated cosponsorship were USNSA, AFSC, USCC, and the Southern Regional Council of the YMCA. NFCCS approved co-sponsorship at its annual congress in August, while Hillel co-sponsorship was confirmed in the fall. The National Newman Club Federation evidenced interest in becoming a co-sponsor but, unfortunately, did so too late to participate in this capacity in the 1958 Conference, although its continued interest in the field will be recognized in terms of possible future joint programming.

In developing the Conference program, the co-sponsors utilized a steering committee made up of two members from each of the sponsoring organizations, a number of jointly chosen experts in the human relations field, and additional student leaders from the Greensboro-Durham-Chapel Hill area. Among those serving were Max Hierich(AFSC-Staff), Larkin Kirkman(AFSC), Martha Morrison(USCC), Efraim Rosenzweig (Hillel), Ed Levy(USNSA), Robert Kiley(USNSA-Staff), Reginald Green(USNSA-Staff), Frank Elkins(USNSA), Joseph Libat(NFCCS), The Reverend Charles M. Jones, and Professor Warren Ashby. A September Conference was held in Atlanta, and three October and November sessions took place at the University of North Carolina. The steering committee met regularly during the Conference and is scheduled to meet for an evaluation session in the late spring.

Conference dates and site were finally settled in the early fall, with Pfeiffer College selected as an integrated campus, accessible to transportation, and with adequate facilities free over the Thanksgiving holidays. Speakers and discussion leaders were determined by the steering committee which drew upon its individual contacts and, especially upon those who had worked with and participated in the Southern Student Human Relations Seminar.

Approximately 90 campuses in 12 states were invited to submit applicants for the Conference. In each case, letters were sent to one or more individuals known to at least one co-sponsoring agency. Of these campuses about 60 indicated their intention to attend and 50 did so. Of the others, 20 did not reply, 5 expressed interest but lack of leadership able to participate, and 5 stated they were unwilling to participate, uninterested in such a conference, or felt unable to take part. Students participating in the conference-with the exception of steering committee members-did not necessarily represent any organization or campus although a number were selected by organizations and several student governments.

At the request of several steering committee members, and participants, the attendance list is not being made public. It will be used for the distribution of Conference Proceedings and will be available to the co-sponsors for use in Southern human relations work.

Advance reading suggestions were made in letters of acceptance sent to all participants. Among the items listed were Southern Heritage, by Dabbs, and An Epitaph for Dixie, by Ashmore. Additional materials provided at the Conference included Toward A Democratic Campus, by Blumberg and Longshore, Report on the Southern Student Human Relations Seminar, by Farabee, and pamphlets provided by USCC, AFSC, NFCCS, and the Anti-Defamation League from their own and related organizations. Books such as The Louisville Story, by Carmichel and Jones, Segregation, by Warren, Stride Toward Freedom, by King and the first two items mentioned on the reading list were available for examination and purchase.

## THE CONFERENCE IN OPERATION

While the formal opening session of the Conference was held on Friday afternoon, participants and members of the steering committee began arriving Thanksgiving evening. An informal discussion and dinner that evening were followed by registration and continued

informal discussion during Friday morning. The Conference followed a general pattern of a plenary session with a speaker or symposium presentation followed by questions and a workshop-discussion group period Friday morning, afternoon, and evening.

The plenary sessions involved all participants and set the overall tone of the meeting. They were directed to the background of segregation, the issues in the South today, the status of educational desegregation, the responsibility of the university, segregation and Christianity, and an analysis of the meaning of the Conference. Two of them included student panels while all were followed by audience questions.

Workshop-discussion groups were concerned with the role of particular groups (e.g., student governments, religious organizations, campus newspapers) in preparing for and experiencing desegregation; with the problems (e.g., emotional response to change) faced in desegregation; and with the situations (e.g., community relations, integregation of the desegregated campus) facing a college after it has admitted both Negro and white students. They were led by student leaders and campus student group staff persons selected by the steering committee.

Additional elements of the Conference included a presentation of the film, Lady From Philadelphia, at an optional plenary session, a joint Protestant devotional service Sunday morning, an informal discussion and singing session Saturday evening, and state meetings at dinner Saturday evening.

All formal conference sessions including meals, plenaries, discussions, groups, singing, and services were fully integrated. In general, rooming was also interracial; however, conference participants were able to choose specific roommates if they so requested.

PLENARY PRESENTATIONS

James McBride Dabbs, President of the Southern Regional Council, opened the Conference with a panoramic history and overview of the history of the Negro in the United States, since his first appearance as a slave. He stressed the basic conflicts between the arisocratic, segregated, static tendencies in the culture of the South throughout its history, as opposed to the democratic, egalitarian, dynamic tendencies in all other Western European and North American based cultures. In addition, he emphasized that practices based on one group's belief in the inherent inequality of members

of the other group, are antagonistic to, and even incompatible with, the industrial, modern economy the South seeks today.

Issues confronting the South in terms of educational desegregation were presented from the liberal, conservative, and moderate points of view by President Benjamin Mays of Morehouse College, Thomas Ellis, former counsel to the North Carolina State Committee on Education, and Mr. Dabbs. Dr. Mays stressed the increasing unwillingness of the black South to be a passive observor of the decisions which shape its future. He challenged the view that the the Supreme Court Decision in 1954 broke down any adequate two-way communication system or any real interracial progress, suggesting that what had existed was one-way telling and paternalism. Attorney Ellis defended school segregation on the ground that one must deal with masses of people, and that the average Negro student is and will always be, both intellectually and morally, inferior to the average white student. He further argued that the real issue today is not school desegregation, but the invasion of state and individual rights by the Federal government. Mr. Dabbs repeated his view that recognition of the inherent equality of individuals is inevitable in a dynamic, modern socio-economic structure. He pointed to the racial diversity of the South as a positive contributing factor and maintained that together, the black and white South could again develop a distinctive and desirable style of life for the region.

The role of the university was considered by Dean Fred Weaver of the University of North Carolina and a panel composed of Southern Student Human Relations Seminar participants. Stressing Cardinal Newman's definition of the university's responsibility for creating a body of educated men and women informed about, and concerned with, major questions confronting their times and societies, Dean Weaver stated that the Southern campus must face the issues of segregation, desegregation, and integration squarely and consider them deeply. He praised non-curricular and voluntary groups as among those contributing the most in this field. Panel members included students from the University of Texas, Hampton Institute, and Florida State University, and Maryville College.

An analysis of desegregation's progress on the college and university level was presented by Weldon James of the Louisville Courier. In addition to bringing out the fact that over one half of all public colleges and one quarter of all school districts practising segregation in 1954 are now at least partially desegregated, Mr. James challenged certain assumptions about desegregation. He pointed to Louisville's public schools as an instance of virtually frictionless integration, in the face of what was originally believed to be strong public oppositions, and to the parallel collegiate instance in the Univeristy of

Kentucky, and indicated that, at least in Kentucky, problems in desegregating had not been correlated with the percentage of Negro students in the school age population, but with attitudes on the part of the population which seemed to vary with many other factors as well.

The Reverend Will Campbell of the National Council of Churches presented the position that segregation and Christianity are incomparable. He characterized segregationist groups as setting up false gods, and segregationist churchmen as adulterating Christian love with human hate. Advocating personal responsibility and involvement in the achievement of equality, the Reverend Mr. Campbell viewed examples of progress and failure in the reactions of Protestant, Roman Catholic, and Jewish groups to the challenges they have faced.

Following introductory comments by a panel of students from Mercer University, Fayetteville State College, University of Florida, Duke University, and the University of North Carolina, Professor Warren Ashby of Women's College, University of North Carolina, presented an evaluation of the meaning and significance of the Conference. He stressed its uniqueness and importance as the first interracial meeting of student leaders with participants from campuses throughout the South, and with varying points of view, discussing desegregation and integration on a desegregated, formerly white, campus. Pointing to the importance of the conference experience in terms of interracial contact and cooperation, as well as formal discussion, Professor Ashby emphasized the ultimate importance of the quality of each individual's life and, therefore, of the effect of the Conference on that quality now, and as each participant looks back on it, in the coming months.

WORKSHOP-DISCUSSION SESSIONS

Participants selected one of ten topical discussion-workshop groups in which to exchange ideas and develop approaches to a phase of racial relations especially important to them in their campus and community. Emotional Response to Change, for which Mr. Dabbs served as resource person, and the Role of Student Government drew the largest numbers of participants, both having more than 20 attending. However, definite interest was indicated in each of the original topics by several students. Discussion leaders were, with two exceptions, students, while six groups had discussion leaders drawn from the steering committee, conference speakers, and area-campus human relations workers.

Campus Freedoms viewed the problems of developing free discussion and consideration of racial issues on campus. In addition to general discussion, a considerable amount of time was devoted to specific situations cited by participants.

College and Community Relations was a large group, with participants representing almost all possible situations. Discussion centered on the accomplishments in positive campus-community cooperation in improving race relations already made in some cases, and the application of these experiences to other colleges and towns.

Interracial Contacts considered ways in which white and Negro students could be brought together for serious cooperation in areas of mutual interest, as well as the factors inhibiting such contact.

Emotional Response to Change probed the attitudes and reactions of communities, campuses, and individuals to the new patterns involved in desegregation. This group was especially effective in bringing out different participants' viewpoints and convictions so that they could be recognized and understood more clearly by those differing from them as well as those in basic agreement.

Preparing for Desegregation, and Integration Efforts on the Desegregated Campus held many of their sessions jointly. Consideration centered on the easing of tensions in the actual process of desegregation, and the integration of Negro students into the main stream of campus life, once they are admitted.

The Role of Religious Organizations viewed the responsibility of church-related groups for facing race relations. Will Campbell's speech and participation in some sessions proved especially stimulating to this section.

The Role of Student Government concentrated on discussing the possibilities for constructive action in terms of specific instances cited by participants. Genuinely cooperative consideration of each other's problems in this group had a very marked effect on several participants' attitudes toward their fellow student leaders of different races.

Campus Communication explored the avenue open to the college press for influencing campus opinion and action. It considered the positions taken by the Southern campus papers and some of the favorable and unfavorable results.

The Role of Campus Political Action held several joint sessions with Campus-Community Relations. In separate sessions, political activity on the part of student organizations and student participation in community political organizations were discussed.

## INVOLVEMENT OF SOUTHERN STUDENT SEMINAR PARTICIPANTS

Eleven of the fourteen students who took part in the Southern Student Human Relations Seminar were active in the planning and/or operation of the Conference. In addition, Seminar director Ray Farabee served as conference chairman, and Seminar consultant Warren Ashby as a member of the steering committee and plenary session speaker. Both personal and organizational contacts developed in Seminar preparation contributed greatly to securing advice, speakers, and materials for the Conference.

Two members of the Seminar served on the Conference steering committee; four presented a panel on the role of the university; and four served as discussion group leaders. All attending the Conference played very active roles in discussion sessions and in informal meetings, and exerted a creative leadership influence.

## EVALUATION AND CONTINUED ACTION

Participant evaluation was largely favorable, with views expressed by mail a month after the sessions consistently more positive than those voiced at the sessions themselves. The absence of conservative participants was felt both by the conservatives present and others who disagreed with this point of view but there was no other general criticism expressed.

A final meeting of the steering committee, to evaluate the Conference after allowing time for a certain amount of perspective to develop, will be held in the late spring. In addition, this meeting will consider ways to further the aims of the Conference and make recommendations to the co-sponsors in terms of 1959-60 and subsequent programming.

Some of the ideas advanced to date include: state or metropolitan conferences which could concentrate on more homogenous situations and develop more specific interschool action; area organizations linking parallel student groups on both Negro and white campuses in terms of the organization's common interest area; and the organized development of student participation in community human relations work.

WHAT WAS ACCOMPLISHED?

The Conference's accomplishments can best be assessed in terms of the goals expressed by the March 1958 Planning Committee:

1. It brought together students of good will to discuss the problems arising out of racial tensions in the South. One participant from a North Carolina institution expressed this achievement in his evaluation stating:

   "This Southwide student conference was one of the most valuable experiences of my college career. There was an extremely fine free exchange of ideas. In my way of thinking, there should be far more opportunity for college students to meet together to exchange their ideas and convictions."

2. It helped participants to understand the problems involved in race relations and, even for those whose views were not actually changed, presented a much broader understanding of other viewpoints. A member of the steering committee said:

   "I am much more optimistice about the Conference now. I think that it causes participants to examine their positions and, while few were really changed, they were forced to consider them and redefine them in light of their experience."

3. Participants were assisted in formulating their thinking on the race question more clearly and in developing their concept of race relations through the interaction of fact, opinions, and individuals. Commenting on this, two participants from campuses in Florida and North Carolina stated:

   "For me, the biggest experience of the Conference came when (after discussing the problems on this student's campus) another fellow (one of the Negro student body officers) said to me--'Gee, you have problems; I feel sorry for you!'"

   "The Conference was successful in that people were able to come to understand each other. Many of us came to realize for the first time that every person has feelings."

4. An interracial, interpersonal experience which was both rewarding and instructive to participants was provided. The

totally interracial nature of the Conference was an entirely new situation for many of the participants and an unusual one for almost all. Professor Ashby pointed this out in his evaluation noting:

"This conference is unique. It is student planned, designed to include all points of view, held on an integrated campus. Each of us might well remember this experience when he goes back where 'things like this just ain't so,' and ask himself 'Could such a conference be held on my campus?'"

5. Participants came to understand more clearly the inevitability of desegregation and integration, and their responsibilities in the process. One student from a Texas campus stated:

"This Conference was the most maturely planned and conducted of any that I have ever attended. It is reassuring to see such capable and responsible leaders in the South who are sensitive and alert to the demands of their environment. Because of the Conference, I came to realize that the leadership for the interracial problems in the South must come from individuals who are united in concern and purpose, and prepared to respond to the particular needs of their own community whenever the need arises.

A sixth goal not specifically cited by the Planning Meeting was that of assisting in the development of approaches to specific problems. One of the participants from Georgia campuses summed up the views of many attending the conference in a single sentence. "We did arrive at good, specific ideas worth taking home."

Probably the achievement of the Conference-at its most profound level- is best summed up in the statement of another Georgia student:

"Having never attended an interracial conference before, I was quite stunned to find upon my arrival that I was rooming with a Negro girl. Here I was, a Southerner from the heart of Georgia, complete with my prejudice, although somewhat weak, against Negroes as a race; and in this smug little sheltered world of mine in which apathy prevailed, I was for the first time being exposed to interracial contact on an equalitarian basis. All my life, my concept of the Negro had been that of a 'semi-free' servant, good enough to ride on the front of trains, the back of buses, and to sit in the top of the theatres. While always speaking for racial equality, I had

never really believed a Negro to be my equal on any basis. However, during the course of the conference my roomate became to me a fellow student.

The Conference proved to be an eyeopener. During the 2 1/2 days, I came to understand that Negroes can be intelligent, understanding, informed; that they can be my equals and even my superior; but, above all, I came to understand that they are real persons, that they have feelings and a real desire for community."

# APPENDICES

## APPENDIX A

SCHEDULE

**Thursday, November 27**

| | |
|---|---|
| Evening | Dinner<br>Informal Discussion |

**Friday, November 28**

| | |
|---|---|
| Morning | Registration<br>Informal Discussion |
| Afternoon | Opening Address-James McBride Dabbs<br>Workshops |
| Evening | Symposium on Issues<br>Dr. Benjamin Mays<br>Atty. Thomas Ellis<br>Mr. Dabbs<br><br>Workshops |

**Saturday, November 29**

| | |
|---|---|
| Morning | Presentation and Southern Seminar Panel on University Role - Dean Fred Weaver and students |
| Afternoon | Analysis of Status of Educational Desegregation -Weldon James<br><br>Workshops<br><br>"Lady from Philadelphia" (Film)<br><br>State Table Dinner |
| Evening | Informal Discussion<br>Singing and Recreation |

Sunday, November 30

| | |
|---|---|
| Morning | Catholic Mass (Salisbury)<br>Joint Protestant Service |
| | Analysis and Evaluation-<br>Professor Warren Ashby and<br>Panel of Conference Participants |

## APPENDIX B

## A PARTIAL LIST OF PARTICIPATING SCHOOLS

A & T College, Greensboro, N.C.

Atlantic Christian, Wilson, N.C.

Bennet College, Greensboro, N.C.

Belmont Abbey, Belmont, N.C.

Bellarmine College, Louisville, Ken.

Birmingham Southern, Birmingham, Alabama

Bridewater College, Clemson, N.C.

Duke University, Durham, N.C.

East Carolina College, Greenville, N.C.

Emory University, Atlanta, Ga.

Fayetteville State Teachers College, Fayetteville, N.C.

Florida State, Tallahasse, Fla.

Furman University, Greenville, S.C.

Guilford College, Greensboro, N.C.

Hampton Institute, Hampton, Va.

Johnson C. Smith, Charlotte, N.C.

Knoxville College, Salisbury, N.C.

Livingstone College, Lynchburg, Va.

Maryville College, Maryville, Tenn.

Mercer University, Macon, Ga.

North Carolina College, Durham, N.C.

Our Lady of the Lake College, San Antonio, Texas

Paine College, Augusta, Ga.

Peabody College, Nashville, Tenn.

Pfeiffer College, Misenheimer, N.C.

Randolph-Macon College, Lynchburg, Va.

Southern Methodist University, Dallas, Tex.

Southern Union College, Wadley, Ala.

Southwestern at Memphis, Memphis, Tenn.

Spelman College, Atlanta, Ga.

Spring Hill College, Mobile, Ala.

Stillman College, Tuscaloosa, Ala.

Sweet Briar College, Sweet Briar, Va.

Talladega College, Talladega, Ala.

Tougaloo Univ., Tougaloo, Mississippi

Tuskegee Institute, Tuskegee, Ala.

University of Fla., Gainesville, Fla.

University of Georgia, Athens, Ga.

University of N.C., Chapel Hill, N.C.

Virginia State, Petersburg, Va.

Virginia Union, Richmond, Va.

Warren Wilson College, Swannanoa, N.C.

Wesleyan College, Macon, Ga.

Women's College, Greensboro, N.C.

Xavier University, New Orleans, La.

April 15, 1959

Mr. Robert R. Kiley
Mr. Reginald H. Green
United States National Student Association
3457 Chestnut Street
Philddelphia 4, Pennsylvania

Dear Mr. Kiley and Mr. Green:

Thank you for your letter of April 13th, announcing that the USNSA will hold its Second Southern Student Human Relations Seminar late this summer.

I would be glad to serve on the Advisory Council for the Seminar, but this will not be possible since I have accepted a position as director of an agency outside the South, effective June 1st.

I would suggest you ask Paul Anthony of this staff to serve in my place. He is a young Virginian who was once president of the student body at Lynchburg College. He is well informed on Southern matters and should be of considerable help to you.

Thank you for your kind words about my past participation and interest in USNSA's work in human relations in the South. My very best wishes for the success of this important Seminar.

Sincerely,

Frederick B.Routh
Assistant Director

FBR:ls

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • BAring 2-1106

April 13, 1959

Mr. Fred Routh
Southern Regional Council
63 Auburn Ave., N.E.
Atlanta 3, Georgia

Dear Mr. Routh:

It gives us a great pleasure to announce that USNSA will hold the Second Southern Students Human Relations Seminar on the campus of the University of Illinois from August 8 to September 3, 1959 made possible by a second grant from the Marshall Field Foundation.

Our pleasure would be even further enhanced if you were able to serve again as a member of the Advisory Council for the Seminar.

A meeting of the Advisory Council will be held in either the Atlanta or Chapel Hill areas, present plans centering on Atlanta, on either May 23-24 or June 6-7 depending upon the preference of the Council members. If, as we hope, you are able to accept our nomination, please indicate which date is the more suitable.

We would appreciate if it could be arranged to have the meeting in either your own facilities at SRC or at the Southern Regional YMCA. Would you please let us know as soon as possible whether you will be able to get a place on either date?

Subject to their acceptance, the same staff members - Ray Farabee, Director, Martha Morison, Assistant to the Director, and Warren Ashby, Consultant - as well as last year's Advisory Council members will again serve. The Educational Affairs Vice President - and the President of the Association as well if present plans hold - will attend.

We wish to express our gratitude for your past support of and interest in USNSA's work in human relations in the South, and hope that you will be able to assist us again in holding a fruitful seminar.

We look forward to your reply and to seeing you at the Council meeting.

Sincerely,

Reginald H. Green
Educational Affairs Vice President

Robert R. Kiley
President

ks

**twelfth** NATIONAL STUDENT CONGRESS
UNIVERSITY OF ILLINOIS • AUGUST 24 TO SEPTEMBER 3, 1959

ASSOCIATED WITH: American Council on Education • International Student Conference • U. S. Commission for UNESCO • World University Service • Council on Student Travel • Young Adult Council • Nat'l Citizens Committe for UN Day • Nat'l Scholarship Service & Fund for Negro Students

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National Advisory Board
**CHARLES W. McCRACKEN**
*Dean of Student Personnel Services*
Trenton State College

*Chairman*
Financial Advisory Board
**RUTH GERI HAGY**

June 18, 1959

Mr. Ray Farabee
722 North Marsalis
Apartment A
Dallas 3, Texas

Dear Mr. Farabee:

In Mr. Fleming's abeence, and in the interest of time, I am responding to your request of June 15.

Our supply of the Southern Heritage is all but exhausted. However, we are today asking the publisher to send to the USNSA office in Philadelphia the 20 copies you requested. You will receive our bill for this at $2.50 per copy plus postage.

John Constable, the Council's Director of Information, is today mailing to Philadelphia 20 copies each of the following: "What the Supreme Court Said;" New South, February 1956; subscription order form for New South; Special Report: "Pro-Segregation Groups in the South;" Congressional Reprint: "The SRC Origins and Aims;" reprint from Harpers Magazine of article by Harry Ashmore; reprint from Christian Science Monitor on Mr. Dabbs and SRC; reprint from Pittsburgh Post-Gazette on "The Putnam Letter;" and, "Economic Effects of School Closings" by Jim Montgomery, business editor of the Atlanta Constitution.

If we can be of additional help, please let us know. In the meantime, best wishes for a successful meeting.

Sincerely,

Paul Anthony
Administrative Assistant

PA/mf
cc: Mr. Reginald Green

*Memo* . . . FROM THE DESK OF

. . . . HAROLD C. FLEMING . . . .

6/17/59

PA--

Please handle this, or have it handled, "in my absence."

Suggest we supply him with the 20 copies ofeach of the items we can without stripping ourselves, and send him single copies of L reports and other things he might be interested in and that we can supply up to 20 copies of.

Thanks.

HCF

Ashmore Reprint from Harpers

from Montgomery - "Leon Eff 7 schl class."

Letter - from C. S. M.

Patch hq - P.G.

P.S. - Feb. '56

722 North Marsalis
Apartment A
Dallas 3, Texas
15 June 1959

Mr. Harold Fleming, Director
Southern Regional Council
63 Auburn Street
Atlanta, Georgia

RECEIVED JUN 17 1959

Dear Harold:

The United States National Student Association(USNSA) received a second grant from the Field Foundation for another Southern Student Human Relations Seminar. Fred Routh and Dr. C. H. Parrish of the SRC spoke to the seminar last year and we utilized a great deal of printed material published and distributed by the Southern Regional Council.

Last weekend, June 6 and 7, we completed an advisory committee meeting with James Dabbs present. I'm sorry that I didn't get a chance to drop by the SRC offices while I was in Atlanta at the meeting.

We decided to use SOUTHERN HERITAGE as pre-assinged reading for the seminar participants. Mr Dabbs said that we could purchase these books from you at $2.50 each.

If so, I would like to order 20 copies of SOUTHERN HERITAGE @ $2.50 ea to be shipped immediately to;

Mr. Reginald Green, Vice President
U. S. National Student Association
3457 Chestnut Street
Philadelphia 4, Pa.

Bill the above organization and they will forward payment to you.

Last year the Southern Regional Council made a considerable amount of other material available without cost. If you could furnish us with any of the following, we would greatly appreciate it.

- 20 copies -- What the Supreme Court Said, Leflar & Davis
- 20 copies -- Segregation, Robt. Penn Warren
- 20 copies -- Sample copy of NEW SOUTH, preferably one with some article about Colleges
- 20 copies -- Any special reports you may have recently finished
- 20 copies -- Special Report on Segregationist Groups in South
- 20 copies -- Descriptive Broschure of So. Reg'l Council

If you think of any other SRC publications which would be good for the seminar, we will appreciate them. Some of the reprints which you have reproduced, would be very worthwhile. Do you have any reprints of articles about the detrimental economic effects of segregation and Little Rock Affairs? — closing of school, violence, etc.

If you have a catalogue or list of materials available, I would appreciate your sending it to me at my Dallas address before July 1st(I am leaving Dallas at about that date). You might also send single copies of any new SRC materials such as reprints, pamphlets, or publications.

Send any larger shipments of materials to the National Office of USNSA in Philadelphia. If there is any charge for materials other than the SOUTHERN HERITAGE, let us know and bill the National Office as mentioned on 1st page.

If you are in the vicinity of the University of Illinois during August, we would be delighted to have you drop by the Seminar. We hope that Dr. C. H. Parrish will be able to visit with us during the week of August 9th. Mr. Dabbs will be speaking to the Seminar during the latter part of August.

Best wishes and thank you for the continued assistance which the Southern Regional Council has extended to the USNSA in its race relations programming.

Sincerely yours,

Ray Farabee

Ray Farabee, Director
So. Student Human Relations Seminar

July 28, 1959

Mr. Reginald Green
United States National Student
Association
3457 Chestnut Street
Philadelphia 4, Pennsylvania

Dear Mr. Green:

Please consider the enclosed copy of the bill from Knopf to be our invoice for the twenty (20) copies of The Southern Heritage.

You will note that the amount due is is $49.20.

If we can be of additional help, please call on us.

Sincerely,

Paul Anthony
Administrative Assistant

PA/mf
Enclosure - 1.

August 7, 1959

USNSA
Southern Student Seminar
Mens Residence Halls
University of Illinois
Champaign, Illinois

Mr. Paul Rilling
Southern Regional Council
63 Auburn St., N.E.
Atlanta, Georgia

Dear Paul:

Looking forward to seeing you at the Seminar. on the 19th and 20th. Let us know at the above address when and how you will arrive and we will try to meet you. In case we miss you, come to Clark Hall at the University for assignment to a room. The meetings are in the fourth floor lounge of Flagg Hall at 8:30 and at 1:30.

Are copies of " Intimidation, Violence, and Reprisal" being mailed to us? We would like twenty copies, and would like them as soon as is possible.

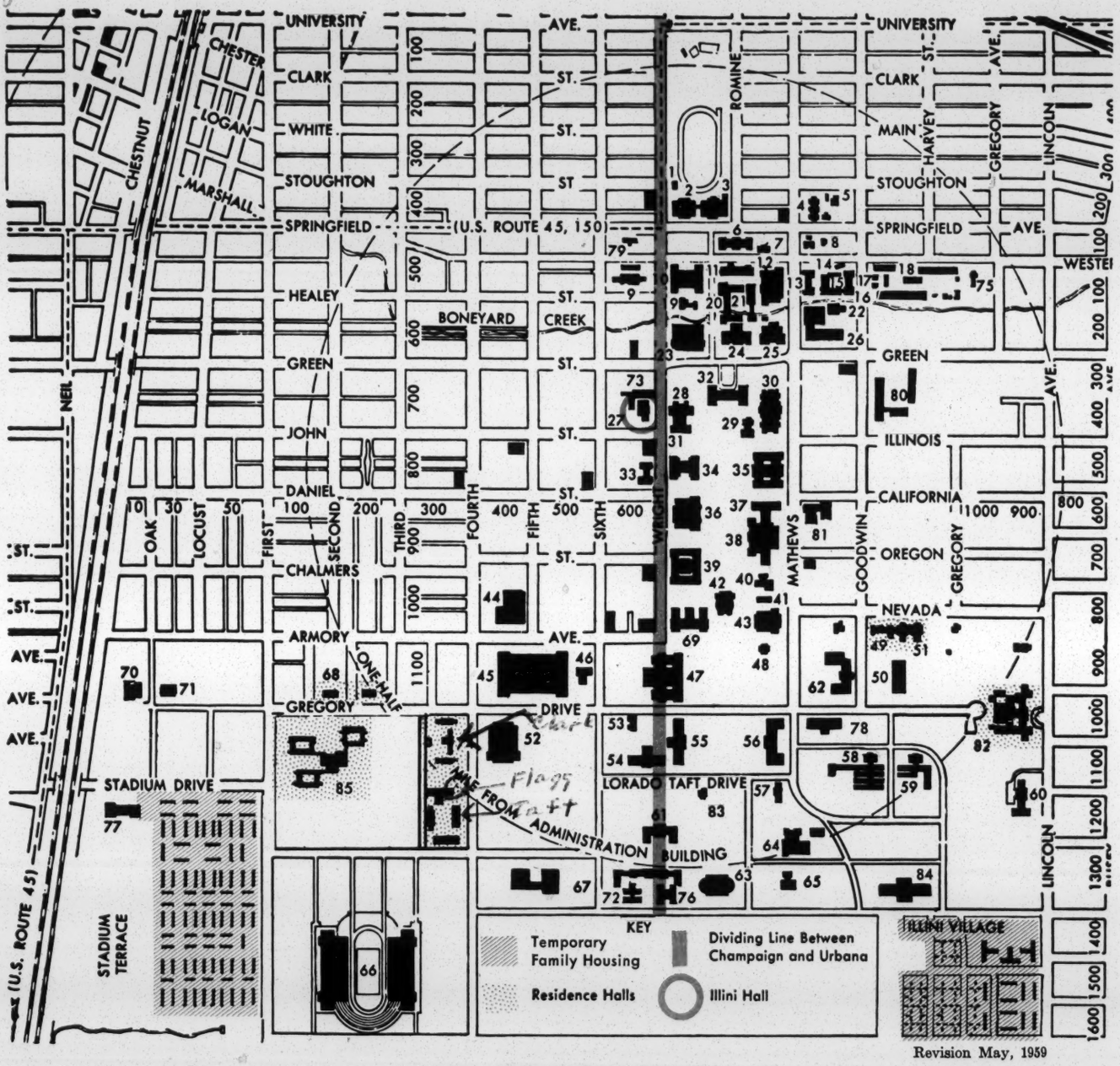
See you soon.

Cordially,

Martha

Martha Morrison
Southern Seminar

Rolling




Revision May, 1959

# RESIDENCE HALLS AND TEMPORARY FAMILY HOUSING

## At the University of Illinois

### UNIVERSITY BUILDINGS

1. Radio Transmission Lab.
2. Gymnasium, Men's Old
3. Gymnasium, Annex
4. University High School
5. High School Gymnasium
6. Woodshop and Foundry
7. Filtration Plant
8. Botany Greenhouses
9. Vivarium
10. Talbot Laboratory
11. Aero. Eng. Lab. II
12. Physical Plant Service Building
13. Transportation Bldg.
14. Aeronautical Engineering Lab. I
15. Mining & Metallurgical Lab.
16. Ceramics Bldg.
17. Psychological Clinic
18. Garage and Shops, North
19. North Greenhouse
20. Electrical Eng. Research Lab.
21. Electrical Engineering Annex
22. Nuclear Radiations Lab.
23. Electrical Engineering Building
24. Civil Engineering Bldg.
25. Physics Building
26. Mechanical Engineering Building
27. Illini Hall—Housing Div.
28. Altgeld Hall
29. Harker Hall
30. Natural History Building
31. Mathematics Building
32. Illini Union Building
33. Davenport House
34. Administration Building
35. Noyes Laboratory of Chemistry
36. English Building
37. Chemistry Annex
38. Davenport Hall
39. Lincoln Hall
40. Ag. Annex & Agron. Greenhouse
41. State Nat. History Survey Lab.
42. Auditorium
43. Smith Memorial Music Hall
44. Skating Rink
45. Armory
46. Band Building
47. Library
48. Observatory
49. Evans Hall
50. Women's Gymnasium
51. Busey Hall
52. George Huff Gymnasium
53. Surveying Building
54. Architecture Building
55. David Kinley Hall
56. Mumford Hall
57. Animal Genetics Bldg.
58. Floriculture Building
59. Vegetable Crops Building
60. McKinley Hospital
61. Veterinary Clinic
62. Bevier Hall-Home Economics
63. Stock Judging Pavilion
64. Agricultural Engineering Building
65. Dairy Manufactures Building
66. Memorial Stadium
67. Law Building
68. Arbor Village Suites
69. Gregory Hall
70. Abbott Power Plant
71. Geological Survey Lab.
72. Nat. Resources Bldg.
73. Arcade Building
74. Men's Residence Halls:
    Barton Hall
    Clark Hall — Register
    Lundgren Hall
    Noble Hall
    Flagg Hall — Meeting
    Van Doren Hall
    Taft Hall — Residence
75. Sanitary Engineering Lab.
76. Nat. Resources Garage
77. Physics Research Lab.
78. Animal Sciences Lab.
79. State Water Survey
80. Student and Staff Apts.
81. East Chemistry Building
82. Lincoln Avenue Residence and Allen Hall
83. Mumford House
84. Veterinary Medicine
85. Men's Residence Halls:
    Garner Hall
    Forbes Hall
    Hopkins Hall

D376

# American Friends Service Committee

Southeastern Regional Office

1818 S. Main St. High Point, N. C.

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July 29, 1959

Ray Farabee
1330 Oakcrest Court
Appleton, Wisconsin

Dear Ray:

When I was talking with Warren Ashby about the southern student leadership seminar this a.m., he commented that he understood Paul Rilling will be coming to the seminar as a resource person to deal with the following areas: Religious Organizations and programming; Preparing and working with the community; community programming and desegregation.

Paul should be tremendously helpful. In view of all the background work he did last year for the section of the program which I am taking, I am wondering if there might be any advantage in trading topics around somewhat?

I feel that Paul has so much more to offer than I in the areas of case studies of colleges and universities that have desegregated that I'd be delighted to do any swapping that Paul might desire. On the other hand, we'll need to know quite soon just exactly what is expected of whom so that preparation is adequate.

I'm sending carbon copies of this letter to Martha Morrison and to Paul. Shall look forward to word from you--and/or others--regarding this idea. It goes without saying that I'm happy and contented with my present assignment--but I hate to ask Paul to do two jobs when He's already done one...

Hope you're enjoying Appleton, the in-laws, and etc. Greetings to Helen. Let us hear soon.

With best wishes,

Max

Max Heirich

1330 Oakcrest Court
Appleton, Wisconsin
July 27, 1959

Mr. Paul Rilling
Southern Regional Council
63 Auburn Street
Atlanta, Georgia

Dear Paul:

I was delighted to hear that you will be with us for part of the SSHRS at U. of Illinois. I look forward to hearing about the past year in Virginia and your plans for the coming one with SRC in Atlanta. I am currently vacationing and working on Seminar in Wisconsin after six months with Air Force.

Here is the way the Seminar stacks up and what we would like for you to do:

1. Wednesday, August 19th, 8:30 AM Topic: Campus Integration. This will cover integration of the Negro student into various phases of campus life. We would like for you to sit in and give any examples and ask questions which occur to you. We'll be using some case studies such as those prepared by you last year.

2. Wed., Aug. 19th, 1:30 PM Topic: Integration in the College Community. This will cover community reactions to desegregation, violence; community pressures; working with community leaders and law officers; Problems of community discrimination and how to deal with it. We will probably use some role playing and other problem solving methods on this. We would like for you to act as a resource person as solution and action and programming are discussed.

3. Thursday, August 20, 8:30 AM "Desegregation and the Democratic Process". Would like for you to open this with a 30 minute or so statement on democratic theory and philosophy and problems and barriers to participation in democratic process and rights in South today. e.g. The right of all citizens to vote but the pressure keeping Negros from voting in Mississippi.or the rights of persons to public facilities & their use but jim crow restrictions---giving specifis of course.

One hours discussion will follow this which either you or I can lead, with questions to and from you.

After a coffee break, I would like for you to speak at 10:30 on possibilities for political action for 30 or so minutes with another hour's worth of discussion. This should cover ways in which they can as students and later as Southern citizens work through the political processes to build more democratic communities, states, and regions. The aim of this is to try to get them to do something specific in the way of programming and activity in the future, but it should cover the realities of the situation which will probably keep them from doing anything----such a group pressure and segregationist groups.

4. Thurs. Aug 20, 1:30 PM Topic:"Community Programming for Desegregation". The aim here is to cover the various things that individuals can do to bring about desegregation and to see that it goes as smoothly as possible when the court orders it----i.e. to avoid Little Rocks and the closing of public schools. And also to discuss the other hundred and one types of discrimination and what people who give a damn can do if they are willing. On the same pattern as in the morning, I suggest a short talk to outline the problem and a list of possible avenues for individual action and programming and then an hour's worth of discussion to develope other possibilities and question those suggested. 3

From 1:30 to 3:00 you might discuss School Desegregation using your experiences in Virginia as groundwork what what can and should not be done. 4

From 3:30 to 5:00 you might open with a thirty minute discussion of the various forms of discrimination such as in employment, housing, transportation, churches, etc and then cover what might be done by citizens to overcome these. 5

We might shift some of the afternoon sessions to the night. If you would like them to do any preparatory reading for any of these sessions, bring or send the publications or reprints for SRC and we will assign the reading the night or so before.

We will be staying at Barton House at the Univ. of Illinois in Champaign *Urbanna. Write me there as to any questions you might have and the specific time of your arrival. and departure. We may have something on Fri Morn, but if you need to be back in Atlanta, don't feel compelled to stay for that session.

We will take care of all travel expenses, etc.

Will be good to see you.

~~Sincerely~~,

Ray

Ray Faraboe, Director
SSHRS

USNSA
Southern Seminar
Mens Residence Halls
University of Illinois
Champaign, Illinois

Mr. Paul Rilling
Southern Regional Council
63 Auburn, N.E.
Atlanta, Georgia

Dear Paul:

I hope that in my letter I did not give you the impression that your presentations to the Seminar were to be of the strictly formal type. What I had in mind and what seems to work most effectively with a group of this sort is an informal presentation with the major emphasis on the following discussion by and among the Seminar participants, along with questions to the speaker.

Actually, rather than thinking of five different talks, you can think more in terms of two talks -- the first in the morning dealing primarily with the possibilities for political action ( Fred Routh covered pretty thoroughly the ideas of desegregation, democratic process, and the democratic ethic), and the second one, in the afternoon, dealing with community programming for desegregation and community discrimination. Possibly in trying to delinate areas to be covered, I seemed to outline different talks.

We have a group of fourteen, eight women and six men. When you come, we would appreciate it if you would bring (or have sent) copies of "The South of the Future," "Intimidation, Violence and Reprisal," "The Negro Voter in the South," and your report on the Washington, D.C. schools. Bill the Southern Seminar for costs. About 20 copies of each would be helpful.

You and Max will be covering different enough fields with different enough approaches that there won't be a great deal of overlap.

Come equipped with Bermuda shorts and with the knowledge that you have almost free rein with your topics. See you soon.

Cordially,

Ray

Ray Farabee, Director
Southern Seminar

RF:mm

AIR MAIL

August 14, 1959

Miss Martha Morrison
USNSA
Southern Student Seminar
Men's Residence Halls
University of Illinois
Champaign, Illinois

Dear Martha:

The materials that you and Ray requested have been sent in so far as possible. "The South of the Future" is no longer in print. These are being mailed today or tomorrow.

I will be arriving at the Champaign airport at 4:28 P.M. via Ozark Flight 22. I am looking forward to seeing you both again.

Sincerely,

Paul M. Rilling
Director of Field Activities

PMR/sl

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • BAring 2-1106 • CABLE, NATSTUD - PHILADELPHIA, PA.

October 1, 1959

Dear Friend:

At the Twelfth National Student Congress(University of Illinois, August 24-September 3) the following were elected as the officers of the United States National Student Association for the year 1959-60:

President - Donald A. Hoffman, 22, second year law student on leave from the University of Wisconsin, where he served as student body president in 1957-58. He was one of 15 outstanding student leaders selected by USNSA for the International Student Relations Seminar this summer.

International Affairs Vice President - Isabel S. Marcus, a senior at Barnard College where she was elected student body president last spring. She was an ISRS participant in 1958.

National Affairs Vice President - Curtis B. Gans, a June graduate of the University of North Carolina where he was editor of the Daily Tar Heel. He was a member of the ISRS group this summer.

Program Vice President - B. James Kweder, former student body president and NSA coordinator at Allegheny College. A 1959 ISRS participant, he will spend most of his term of office traveling to campuses in the eastern states.

Program Vice President - Richard Rettig, a graduate of the University of Washington and former chairman of the Great Northwest Region. He will travel to western campuses, using USNSA's new west coast office as headquarters.

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*Dean of Student Personnel Services*
Trenton State College

*Chairman*
Financial Advisory Board
RUTH GERI HAGY

If ever we may be of any assistance to you in the interest of the student community please contact us.

Sincerely,

THE STAFF, USNSA

Material sent:
Negro and the Ballot (60)
If the Schools are Closed (60)
New South Promotional (60)

December 14, 1959

Mr. J. William Gelven
Administrative Assistant
Missouri-Kansas Region
U. S. National Student Association
St. Benedict's College
Atchison, Kansas

Dear Mr. Gelven:

Thank you for your letter requesting material of Southern Regional Council. We are mailing you, under separate cover, some material which may be of use to your organization. Enclosed is a bibliography of films which may be of help to you.

With best wishes for your conference.

Sincerely,

John Constable
Director of Information

JC/lec
Encl.

UNITED STATES NATIONAL STUDENT ASSOCIATION

MISSOURI-KANSAS REGION

December 10, 1959

Southern Regional Council
63 Auburn Avenue N.E.
Atlanta 3, Georgia

Dear Sir:

The Missouri-Kansas Region of the U.S. National Student Association is sponsoring a Human Relations Conference to be held in March of 1960 at Cottey College in Nevada, Missouri.

It is our desire to use as working papers for this conference various brochures and publications from Human Relations Agencies such as yours. We have been told that such material can be obtained at no cost for conferences such as the one proposed in March. There will be approximately sixty delegates from colleges in Missouri and Kansas participaging. Your effort in helping us obtain the above mentioned material will be greatly appreciated. We are also open to suggestions on speakers, films, etc., on Human Relations for this conference.

We are trying to get the bulk of this information in by January 1, 1960. Your efforts in helping us meet this deadline will add to the success of the conference in March.

Thank you for your cooperation.

Sincerely yours,

J. William Gelven

J. William Gelven, Administrative Assistant
Missouri-Kansas Region, U.S. National StudentAssociation
St. Benedict's College
Atchison, Kansas

SERVING THE EDUCATIONAL COMMUNITY

cc: Mr. Lloyd K. Garrison
Mr. N. Hoffman

Has not yet been mailed 4/8

April 4, 1960

Messrs. Donald A. Hoffman and Curtis B. Gans
United States National Student Association
3457 Chestnut Street
Philadelphia 4, Pennsylvania

Dear Sirs:

The Board of Directors of the Taconic Foundation voted at its recent meeting to make a grant to the United States National Student Association for the purpose of convening a conference of Student Government Presidents from colleges throughout the country, as set forth in Mr. Gans's letter of March 30, 1960.

We are pleased to send you at this time the enclosed contribution in the amount of $10,250 for the above-stated purpose.

I am,

Sincerely yours,

Stephen R. Currier
President

SRC:sel
Enclosure

CLASS OF SERVICE

This is a fast message unless its deferred character is indicated by the proper symbol.

# WESTERN UNION
## TELEGRAM

W. P. MARSHALL, PRESIDENT

1201

SYMBOLS

DL = Day Letter

NL = Night Letter

LT = International Letter Telegram

The filing time shown in the date line on domestic telegrams is STANDARD TIME at point of origin. Time of receipt is STANDARD TIME at point of destination

1960 APR 1 PM 5 08

NA098 PD=PHILADELPHIA PENN 1 412PME=

STEPHEN CURRIER=

TACONIC FOUNDATION 666 5 AVE=

USNSA CONFIRMS PURPOSE OF CONFERENCE AS IN MY LETTER MARCH 30TH THANK YOU VERY MUCH FOR YOUR CONSIDERATION AND COOPERATION IN THIS IMPORTANT UNDERTAKING=

CURTIS GANS NATIONAL AFFAIRS VICE-PRES

U S NATIONAL STUDENT ASSN=

-30= WEN

THE COMPANY WILL APPRECIATE SUGGESTIONS FROM ITS PATRONS CONCERNING ITS SERVICE

March 31, 1960

Mr. Curtis B. Gans
National Affairs Vice President
United States National Student Association
3457 Chestnut Street
Philadelphia 4, Pennsylvania

Dear Mr. Gans:

In Mr. Currier's absence and at his request I have considered your letter of March 30. I assume that you are prepared to set forth the purposes of the Conference in substantially the form contained in the second paragraph of your letter. This would accord with the conditions laid down by the trustees, as expressed in Mr. Currier's letter to you of March 29.

I have advised the Foundation that if you will write or telegraph the Foundation (at its office at 666 Fifth Avenue) that my understanding is correct, the contribution voted by the Trustees should go forward to you promptly.

With all best wishes,

Sincerely yours,

lkg:ls

bc Mr. Currier

Lloyd K. Garrison

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • BAring 2-1106 • CABLE, NATSTUD - PHILADELPHIA, PA.

MAR 31 1960

March 30, 1960

Mr. Stephen Currier
President
The Taconic Foundation
35th Floor
666 Fifth Avenue
New York, New York

Dear Mr. Currier:

Thank you for your letter of March 29, 1960. I quite understand the Foundation's position with regard to the Conference and I feel that the problem which confronts us is largely one of wording the purpose of the Conference and discussion groups correctly.

It has always been our intention for the Conference to provide a forum whereby students can decide what their responsibility is to the southern situation and the human relations picture in general, while presenting an informative and analytic picture to the accredited delegates of the present situation in the South and the human relations picture in general in the United States. Discussion groups would have two foci, the first being a consideration of what relation the individual student and student leader has to the southern situation, and the second a discussion of how he may implement his responsibility in this area.

I feel confident that this will provide the type of forum we are both looking for, and I have great faith that the students will exercise their responsibility with discretion and wisdom.

I wish to thank you and the trustees of The Taconic Foundation for the consideration they have given to this important proposal and for the effort that they have made in order to bring about its realization.

Very truly yours,

Curtis B. Gans
National Affairs Vice President

CBG/vw

**thirteenth** NATIONAL STUDENT CONGRESS
AUGUST 22 TO SEPTEMBER 1, 1960

ASSOCIATED WITH American Council on Education • International Student Conference • U S Commission for UNESCO • World University Service • Council on Student Travel • Young Adult Council • Nat'l Citizens Commite for UN Dev • Nat'l Scholarship Service & Fund for Negro Students

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*Director, Southern Human Relations Project*
CONSTANCE CURRY
41 Exchange Place, S.E.
Atlanta 3, Georgia

West Coast Office
2161 Shattuck Avenue
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*Chairman Financial Advisory Board*
RUTH GERI HAGY

March 29, 1960

Mr. Curtis B. Gans
National Affairs Vice President
United States National Student Association
3457 Chestnut Street
Philadelphia 4, Pennsylvania

Dear Mr. Gans:

Thank you for your letter of March 25, 1960. As trustees of the Foundation, we took the following position at our meeting on March 24 and reaffirmed it at a special meeting today. We appreciate the fact that the student protests in the South against segregation, particularly in eating facilities in stores, are a matter of concern to students in all sections of the country. We had thought in terms of a forum of accredited student government representatives from the various colleges, to discuss what students should do in the present circumstances and in relation to the whole question of discrimination. We believe that such a forum would be healthy and of educational value to the participants.

We do not, however, feel disposed to make the requested grant if the conference is to be initiated (as your letter of March 25 seems at one point to suggest) in the form of a call for action, as distinguished from an invitation to a forum of the sort described above. The trustees are of the view that the accredited representatives of college government, after a full and democratically conducted discussion, should themselves determine what positions to take and what they should report back to their respective student groups.

If you will give me your assurance, which is partially but not in all respects covered by your letter of March 25,

Mr. Curtis B. Gans March 29, 1960

that these conditions will be met, particularly with regard to the nature of the call, I am authorized to transmit the requested contribution to you, with our best wishes for a successful conference.

I am,

Sincerely yours,

Stephen R. Currier
President

SRC:sel

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • BAring 2-1106 • CABLE, NATSTUD - PHILADELPHIA, PA.

MAR 28 1960

March 25, 1960

Mr. Stephen Currier
President
The Taconic Foundation
35th Floor
666 Fifth Avenue
New York, New York

Dear Mr. Currier:

This letter is in response to a request from Mrs. Eddy for a brief statement of purpose for our proposed Emergency National Student Conference.

The Conference is designed to: 1) acquaint student body presidents or their designated representatives with a coherent picture of the nature, aims, present situation and future expectancy of the southern movement; 2) provide an open forum whereby these student leaders may decide upon a program of action for support of the southern students; 3) create a nationwide awareness of the support that does exist among students throughout the country for the students who are fighting for justice in the South; and 4) hopefully gain a commitment on the part of the leaders assembled to the active participation in the program which they have outlined during the Conference.

It should be made clear here that, outside of the initial accrediting procedure designed to insure that each official participant is either a student body president or designated representative, the Conference will be run as democratically as possible with each officially registered participant having the opportunity to express his point of view and have that affect the final decision making process.

We have been in contact with most of our southern advisory staff and they have come to two conclusions about the site of the Conference. They recommend that the Conference be held further south than Chicago to insure more southern participation and to present students with an opportunity to see what is going on in the South, and that the Conference be held in an integrated situation. Owing to the difficulties of finding

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a place in the South where the Conference could be held on an integrated basis both the southern advisors and the national staff of the United States National Student Association are concurrently leaning toward Washington, D.C. as the probable Conference site.

Again let me thank you very much for your prompt and thorough consideration of this proposal. I hope that The Taconic Foundation and the United States National Student Association will be able to cooperate on this very important and significant project. I look forward to hearing from you in the near future.

Very truly yours,

Curtis B. Gans

Curtis B. Gans
National Affairs Vice President

CBG/vw

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • BAring 2-1106 • CABLE, NATSTUD - PHILADELPHIA, PA.

March 22, 1960

MAR 2 2 1960

Mr. Stephen Currier
President
The Taconic Foundation
35th Floor
666 Fifth Avenue
New York, New York

Dear Mr. Currier:

Enclosed is a proposal for an emergency National Student Leaders Conference on the southern human relations situation. Also included are copies of all mailings USNSA has sent in connection with the southern sit-in movement and other materials that may be of use to you and your board in coming to a decision on this proposal.

You and your board are undoubtedly aware that the present situation in the South happened quite unexpectedly and has assumed a place of paramount significance in the national human relations picture. You, I am sure, are also aware that the southern movement and its national ramifications can be basically attributed to student action alone. Indeed, the first real sign of hope for major change in the South and the realization of a national student voice deeply concerned about significant problems have been fostered by student initiative.

There is no question that the situation in the South is swiftly reaching a crisis. To meet this crisis the national response on the part of students and adults must be not only rapid but also well thought out and executed. The nationwide body of concern that exists among students must, of necessity, find direction from itself to creatively better the situation both in the South and in the nation.

The conference we have planned, in response to several student requests, and from our judgement of the needs of the present situation, should meet both conditions for speedy and well planned action. The date of the conference will give the Association ample time to bring together the necessary personnel and data, and would allow the students returning from the conference adequate time to mobilize their campus resources.

**thirteenth** NATIONAL STUDENT CONGRESS
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University of Washington

*Program Assistant and Director Student Government Information Service*
**VALERIE WHITE**
University of Wisconsin

*Director of Public Relations*
**MARION B. SIMON**
University of Texas

*Administrative Secretary and Publications Director*
**JOAN C. BRANEN**
Swarthmore College

*Director, Southern Human Relations Project*
**CONSTANCE CURRY**
41 Exchange Place, S.E.
Atlanta 3, Georgia

**West Coast Office**
2161 Shattuck Avenue
Berkeley, California

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*Under-Secretary*
United Nations

**John Cogley**
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The Fund for the Republic

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*President*
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*Dean of Student Personnel Services*
Trenton State College

*Chairman*
*Financial Advisory Board*
**RUTH GERI HAGY**

The budget accompanying the proposal covers the complete cost of running the conference and rooming the participants and guests.

We cannot reiterate too strongly how important such a meeting would be both with respect to the southern student situation and in light of the general national human relations picture. We fervently hope that you and your board will be able to join with us in helping to make a reality the type of nation and more specifically the type of integrated community of which we can be proud.

Sincerely,

Donald H. Hoffman, Jr.

DONALD A. HOFFMAN
President

Curtis B. Gans

CURTIS B. GANS
National Affairs Vice President

24-R

United States National Student Association

3457 CHESTNUT STREET · PHILADELPHIA 4, PA. · BAring 2-1106

USNSA NEWS

For further information:

Marion Simon
BAring 2-1106

FOR RELEASE IN P.M.'s TUESDAY,
APRIL 5, AND THEREAFTER

(April 4, 1960) Invitations are now being issued to some 1500 student leaders in the United States to attend a National Student Conference on the "Sit-in" Movement April 22 and 23 in Washington, D.C.

The conference, sponsored by the United States National Student Association (USNSA) is designed to bring together student body presidents from every major college and university in the United States to discuss the recent "sit-in" movement in the South.

According to Donald A. Hoffman, USNSA President, and Curtis B. Gans, National Affairs Vice President, the purpose of the conference is to present participants with a coherent picture of the nature and goals of the Southern movement and to discuss the responsibilities of all students with regard to this movement.

"We hope also to create a nationwide awareness that a considerable body of students is concerned with what is happening in the South," said Gans.

Hoffman commented that the "sit-in" movement dramatizes the single most important development in race relations in recent times, and it is significant that both the movement itself and the corresponding reactions throughout the country have come from college students.

"The conference has been organizes," said Hoffman, "because of requests from student body presidents throughout the country for information on the sit-in movement as it has been carried out in the South and the response to the movement in other areas of the country."

Since the beginning of the Southern movement on February 1, college students outside the South have engaged in non-violent sympathy demonstrations, fundraising campaigns, the dispatching of messages of support to Southern students who have been arrested or expelled and statements of protest to Southern governors, congressmen, city and school officials.

more more more

"In almost all areas of the country," Hoffman added, "the American student is vitally concerned with the human rights picture in the South. We feel there is great need for coordinated discussion of the "sit-in" movement so that all opinions may be heard and students can gain a total picture of what is happening in the South and what is happening outside the South in support of the movement."

"Whether or not a student leader is in agreement with the movement or not, we feel he will be interested in learning more about its nature."

The meeting is being financed by a grant from the Taconic Foundation of New York City. Conference participants will be provided with scholarships covering room expenses and partial travel reimbursement.

Hoffman said he was "gratified that the Taconic Foundation has made it possible for us to bring these student leaders together and to provide a forum for discussion of the Southern movement."

Meetings will be held on an "open" basis, including presentation of pro and con viewpoints. Participants will have the opportunity of receiving first hand from Southern Negro and white students information on the background of the movement, how it has affected the South, and where it is heading. Participants will also meet in discussion groups to exchange ideas and learn of activities in other parts of the country.

The USNSA has been active in the human relations field for the past two years, and in September of this year was awarded a $60,000 grant for a two-year project to undertake special programs for Southern campuses and student leaders to create a deeper understanding of the complexities of race relations.

In the past two years, the USNSA has held two summer seminars for 15 student leaders from all-white, integrated and all-Negro colleges, and has cosponsored a Southwide conference for 70 student leaders with five other organizations active in the human relations area.

Hoffman and Gans were elected to USNSA posts last September. Hoffman, 22, is a second-year law student on leave from the University of Wisconsin where he was student body president in 1957-58. Gans, also 22, is a June 1959 graduate of the University of North Carolina where he was editor of the campus newspaper, The Daily Tar Heel, last year.

30

USNSA is a non-partisan confederation of student governments at approximately 375 American colleges and universities with an enrollment exceeding 1,200,000 students. Founded in 1947, it is the largest national union of students in the world.

April 12, 1960

Mr. Curtis Gans
National Student Association
3457 Chestnut Street
Philadelphia 4, Pennsylvania

Dear Curt:

My current plans will involve my arriving in Washington the 22nd at 8:17 p.m. This is not the time I told you, but an error was made in copying the schedule. There are only two planes in the afternoon and the other would involve my leaving the meeting at noon.

I believe you should feel no obligation to work everybody into the act at the Conference. I think it entirely possible, particularly if you get an adult name speaker for the conference, that you will not need to use other adults such as Max Heirich and myself on the platform. I think student participation should be emphasized and I am sure that neither Max nor I burn with any particular zeal to be featured as speaker. The needs of the conference should be the determinant.

If it is felt that I am needed in some other role than resource, I trust you will indicate to me the specific nature of the desired role, length of time, etc.

I wish you the best in planning and carrying out this conference.

Sincerely,

Paul M. Rilling
Field Director

PMR/sm
cc: Connie Curry

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • BAring 2-1106 • CABLE, NATSTUD - PHILADELPHIA, PA.

April 13, 1960

Mr. Paul Rilling
Southern Regional Council
63 Auburn Avenue
Atlanta 3, Georgia

Dear Mr. Rilling:

This is to acknowledge our recent telephone conversation. We are extremely pleased that you have agreed to address the National Student Conference on the Sit-In Movement in Washington, D.C. on April 22nd and 23rd. Your contribution will be a most important part of this program.

Enclosed you will find detailed information which is being sent to all delegates and observers. You also will be staying at the Sheraton-Park Hotel and perhaps it would be wisest for you, upon arrival in Washington, to go directly to the hotel where someone from the Association will meet you.

You will speak following a symposium of three southern Negro leaders of the sit-in movement and a symposium of four southern white student leaders who will be giving their impressions of the movement. We would like you to present your impressions as a human relations expert who has been working directly with the students and who has been observing the movement as it has proceeded in the deep South--what has been the reaction, what has been its progress, and what is its future in this area. You will speak at 9 p.m.

Your address should be approximately 15 to 20 minutes in length. In the program we are attempting to present a rational rather than an emotional picture of the situation. I am sure that the emotional aspects of this particular movement will become readily apparent to all delegates present as the Conference moves along.

For the use of our Public Relations Department, we would appreciate a copy of the text of your speech and a personal biographical data sheet in advance of the Conference. Would you please send this information to Miss Marion Simon, Public Relations Director, USNSA, 3457 Chestnut Street, Philadelphia 4, Pennsylvania by April 20th.

Because of the significance and nature of this Conference, I feel certain that numerous press representatives will be in attendance. If this should make any difference as to the content of your remarks, please be so advised.

ASSOCIATED WITH: American Council on Education • International Student Conference • U. S. Commission for UNESCO • World University Service • Council on Student Travel • Young Adult Council • Nat'l Citizens Committe for UN Day • Nat'l Scholarship Service & Fund for Negro Students

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University of Wisconsin

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**ANGIE THOMAS**
University of Wisconsin

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*Dean of Student Personnel Services*
Trenton State College

*Chairman*
*Financial Advisory Board*
**RUTH GERI HAGY**

Since you expressed a preference to pay for and make all of your travel arrangements yourself, we will reimburse you on receipt of a statement of expenses. We hope you will experience no difficulty in getting to Washington on April 22nd.

We feel that this Conference will have a real significance in relation to the southern sit-in movement. I look forward to seeing you in Washington.

Sincerely yours,

Curtis B. Gans
National Affairs Vice President

CBG/vw

Enclosures

April 27, 1960

Mr. Curt Gans
National Student Association
3457 Chestnut Street
Philadelphia, Pennsylvania

Dear Curt:

Your Conference went well and I am glad that I could be there. I felt that the interaction of the students in the discussion groups was especially good and should ultimately aid "the cause".

Following is an account of my expenses for the weekend. Since I used SRC credit cards, would you simply make the check payable to the Council.

| | |
|---|---|
| plane ticket - Charleston, S.C. to Washington | $31.15 |
| pullman ticket - Washington to Atlanta (receipt enclosed) | 43.99 |
| transportation to and from airport, train station, etc. | 3.00 |
| cabs in Washington | 7.00 |
| food | 8.70 |
| Total | $93.84 |

Sincerely,

Paul M. Rilling
Field Director

PMR/sm

P. S. Give my warmest personal regards to your able staff colleague, Angie.

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • BAring 2-1106 • CABLE, NATSTUD - PHILADELPHIA, PA.

April 29, 1960

Mr. Paul Rilling
Southern Regional Council
Room 432
63 Auburn Avenue, NE
Atlanta 3, Georgia

Dear Mr. Rilling,

On behalf of the United States National Student Association, I would like to take this opportunity to thank you for your contribution to the National Student Conference on the Sit-In Movement.

Your presentation helped in enabling the students there assembled to gather a clear picture of the movement and its ramifications in several areas. Hopefully this understanding gained by the students will help direct them in their present and future responsibility to the ideals for which the members of the movement are fighting.

I hope that the majority of your expenses were handled to your satisfaction. However, if you incurred any additional expenses over and above the travel and room expenses, please let us know so that we may reimburse you.

I hope also that you found the Conference a profitable experience, and that the Conference itself did some tangible good toward bringing about an America in which all men are free.

Thank you again for your participation.

Very truly yours,

Curtis B. Gans

Curtis B. Gans
National Affairs Vice President

CG/pf.

ASSOCIATED WITH: American Council on Education • International Student Conference • U. S. Commission for UNESCO • World University Service • Council on Student Travel • Young Adult Council • Nat'l Citizens Committe for UN Day • Nat'l Scholarship Service & Fund for Negro Students

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University of Wisconsin

*Assistant to the President*
ANGIE THOMAS
University of Wisconsin

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Trenton State College

*Chairman Financial Advisory Board*
RUTH GERI HAGY

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • BAring 2-1106 • CABLE, NATSTUD - PHILADELPHIA, PA.

May 26, 1960

Mr. Paul Rilling
Southern Regional Council
63 Auburn Avenue, NE
Atlanta 3, Georgia

Dear Mr. Rilling:

You are cordially invited to attend the Thirteenth National Student Congress to be held August 22 to September 1 at the University of Minnesota, Minneapolis, Minnesota. Approximately 1200 participants are expected to attend the annual ten-day meeting: member school delegates, observers from non-member campuses, and educators from campuses in all parts of the United States as well as foreign student leaders from approximately thirty-five countries. The elected representatives of over one million students will discuss and vote on issues in which you might share an interest as a member of our Southern Advisory Board.

A Congress brochure which fully describes the Congress and its associated conferences is enclosed for your information.

Sincerely,

Donald A. Hoffman

Donald A. Hoffman
President

A1/mg

enclosure

ASSOCIATED WITH: American Council on Education • International Student Conference • U. S. Commission for UNESCO • World University Service • Council on Student Travel • Young Adult Council • Nat'l Citizens Committe for UN Day • Nat'l Scholarship Service & Fund for Negro Students

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**CHARLES W. McCRACKEN**
*Dean of Student Personnel Services*
Trenton State College

*Chairman Financial Advisory Board*
**RUTH GERI HAGY**

May 31, 1960

Mr. Dan Hoffman, President
United States National Student Association
3457 Chestnut Street
Philadelphia 4, Pennsylvania

Dear Mr. Hoffman:

Paul Rilling is on vacation and will not return until the end of June. I trust that will not be too late for him to reply to your invitation to attend the National Student Congress.

Sincerely,

Sarah Miller
Secretary to Paul Rilling

July 8, 1960

Mr. Donald A. Hoffman
President
USNSA
3457 Chestnut Street
Philadelphia 4, Pennsylvania

Dear Mr. Hoffman:

I appreciate very much your invitation to attend the NSA Congress in August. Inasmuch as I have been out of the country for a month, and will be attending the Southern Seminar in Minnesota in August, I do not believe I can make the Congress this year. I would have enjoyed being there and hope I can make it another year.

With best wishes for a successful Congress,

Sincerely,

Paul M. Rilling
Field Director

PMR/sm

# 13th NATIONAL STUDENT CONGRESS

## A World in Transition: STUDENTS IN ACTION

**Aug. 22 — Sept. 1, 1960**

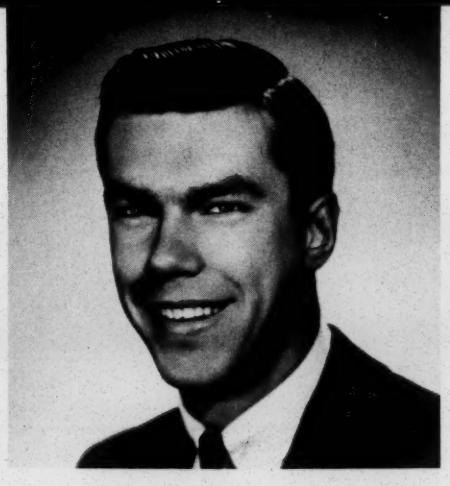
**University of Minnesota**

**Minneapolis, Minnesota**

Tenth Annual Student Body Presidents Conference • Fourth Annual Student Editorial Affairs Conference

First Annual NSA Coordinators Conference • Fifth Annual Deans and Advisors Workshop

# *Statement from the President*



The common role that students share in striving for a free university in a free society committed to the protection of individual human dignity unites American students in a world wide student movement.

Organizationally, students group nationally into a national union of students because of the problems within their country. NUSes reflect the demands they and their country must meet.

In the United States, the United States National Student Association, as the national union of students, must reflect the demands of the students of this country. Thirteen years ago, delegates from more than 300 American colleges and universities held the first National Student Congress, based on the concept of responsibility and democratic representation of campus opinion, and dedicated to the development of student leadership.

Each August since then students from all parts of the nation have met to exchange ideas, formulate positions on pertinent educational issues, develop programs and provide a voice for the American student community.

The Congress offers the greatest single potential for **A World in Transition: Students in Action.** As participants in the National Student Congress, we can work toward that world, referred to in the USNSA Creed:

"A world where there are differences without hate; where men become brothers in the sight of God and in the human heart; where the least of these our brethren has the freedom to struggle for freedom. A world in which respect for the past is not called 'reaction' and hope for the future is not called 'revolution'; where the integrity of simple people is beyond price and the daily toil of millions is above pomp and power; where the majority is without fear, and all people have hope.

This is the world we desire . . . we pledge ourselves to stand with the freedom loving students throughout the world in the common struggle that one day we may live together as brothers in peace and harmony."

Donald A. Hoffman

# THE NATIONAL STUDENT CONGRESS

**WHAT IT IS**

The representative character of the United States National Student Association is nowhere more clearly evident than at the National Student Congress, attended by approximately 1200 American student leaders, educators and foreign guests. As a confederation of student governments, the Association is dependent for policy and program on its membership, representatives of which annually convene on a Midwestern campus to examine developments and problems in all areas of student life, nationally and internationally.

Nationally known educators and personalities are invited to address the Congress on pertinent current issues. After study, the Congress formulates policy and a program of action for the following year. In the progression from workshops, to subcommittees, to committees, to plenaries, as well as in regional caucuses, participants are forced to deal with the plurality of interests and opinion characteristic of any nationally representative American organization.

**PROCEDURE**

To assist you in understanding the mechanics of a Congress, the following procedural outline has been prepared. On a formal level, the Congress progresses from workshops to plenaries. During the same period, regional and combined regional caucuses are conducted.

**WORKSHOPS** (and subworkshops) held during the first two and a half days, are discussion groups designed to be both stimulating and informative. Their purpose is to raise the more important philosophic questions about the nature of the student's role within the educational, national and international community; to provide concrete programs to be implemented on the campus level; and to prepare each Congress participant with the factual information necessary for consideration of the issues to be discussed in the legislative process.

## Congress Schedule

**Sunday, August 21**—Registration from noon to midnight for those desiring to arrive early.

**Monday, August 22**—Registration, 8:00 a.m. to 12 noon. Lunch. Opening Plenary at 3:30 p.m.

**Tuesday, August 23**—Workshops, section one.

**Wednesday, August 24 - Noon Thursday, August 25**—Workshops, section two. (Past Presidents' Banquet August 24.)

**Thursday p.m., August 25 - Friday, August 26**—Legislative Subcommittees.

**Saturday, August 27 - Sunday p.m., August 28**—Legislative Committees. (Picnic and entertainment August 28.)

**Monday, August 29 - Wednesday, August 31**—Legislative Plenaries.

**Thursday, September 1**—Elections of National officers for 1960-61. **Congress closes at 2:30 p.m.**

**SUBCOMMITTEES**—held for two days, are the first step in the legislative process. On a small group basis issues are examined with a view to initiating the expression of the student viewpoint. Resolutions are drafted, debated, and voted upon.

**COMMITTEES**—lasting for two days, are the second step in the development of USNSA policy. Resolutions produced from Subcommittees are discussed and voted upon in one of the five Committees. Each Committee is made up of its legislative Subcommittees meeting as a whole.

**LEGISLATIVE PLENARIES**—Those resolutions passed by the Committees, after prioritization by the National Executive Committee, are considered for three days by all the delegates meeting in plenary session. The resolutions, basic policy declarations, and mandates passed by the Plenary become official USNSA policy and are the nucleus of NSA programs for the subsequent year. Any resolutions which are not considered by the Plenary for lack of time are submitted to the post-Congress NEC. Items passed by the NEC are only in force until the following Congress, at which time they must be approved by the Plenary. Complete texts of all the resolutions are compiled in a **Summary Report and Codification of USNSA Policy** published after the Congress.

**REGIONAL CAUCUSES**—The twenty USNSA geographic regions, consisting of all the member student bodies within their areas, meet almost every day of the Congress to plan activities for the next year, to discuss what is happening in each of the Committees and, if desired, to draft regional resolutions on questions not considered by the rest of the Congress.

**COMBINED REGIONAL CAUCUSES**—Two or more regions meet together for informative sessions with the National officers and staff, who, on a more personal basis than in a Plenary, explain the legislative processes of the Congress and certain of the major Congress issues.

**NATIONAL EXECUTIVE COMMITTEE**—The NEC is made up of the 20 regional chairmen and, in those regions that have over 40,000 students, the vice-chairmen. During the Congress the NEC serves as a Steering Committee, meeting almost every day. Constitutionally charged with the supervision of the execution of NSA policies, it also meets for four days immediately preceding and following the actual Congress. The NEC sessions are open to all Congress participants.

Special Congress Conferences: the Student Body Presidents Conference, the Student Editorial Affairs Conference, the NSA Coordinators Conference and the Workshop for Deans and Advisors, are explained on page 14 through page 17.

**(NOTE:** Background information to help orient participants to be responsible Congress delegates are prepared by the National officers and staff in a series of Issue Notes and mailings which are sent throughout the spring, and detailed working papers which are mailed in mid-July to those who have pre-registered for the Congress.)

# Congress Participants

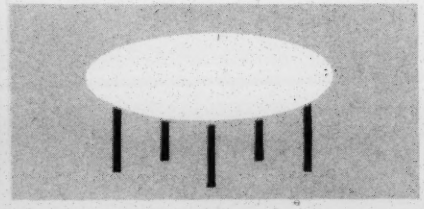
**VOTING DELEGATES.** Each USNSA member school is entitled to from one to seven voting delegates to the National Student Congress, according to its enrollment. Members of the National Executive Committee are voting members of the Congress.

**ALTERNATES.** Each USNSA member school may send a number of alternates equal to the number of its delegates, provided its full allotment of delegates has been fulfilled. Alternates have voting privileges in subcommittees and speaking privileges in committees for which they are registered.

**NON-DELEGATE REGIONAL OFFICERS.** These participants have all the speaking privileges of delegates and voting privileges in the subcommittee for which they are registered.

**OFFICIAL OBSERVERS.** Special invitations are extended to all accredited colleges and universities which are not members of USNSA to send official observers. Observers have speaking privileges in the subcommittee sessions for which they are registered.

**GUESTS.** Faculty members, educators, representatives of national educational and youth agencies, and representatives of national student organizations abroad are invited to attend and observe. Guests may be extended speaking privileges on vote of the delegates.



# Workshops

**section one—August 23**
**section two—Aug. 24 - Aug. 25, a.m.**

There will be two and a half days spent in workshops. The first day is workshop section one. The second day and a half is workshop section two. The same general workshops (lettered), and their related subworkshops (numbered) will be held during both sections. Thus each participant must register for **two** workshops and their related subworkshops, one workshop for section one, and one workshop for section two.

One of the two workshops selected should correspond logically with the particular legislative Subcommittee and Committee chosen. For example, if a participant is planning to attend Workshop A-3 (Civil Rights and Human Relations-Discrimination), he should plan to register for Subcommittee A (Human Relations) or B (Desegregation), both of Committee I (Human Rights).

**NOTE:** Though there is a slightly different procedure for participating in National Affairs and International Affairs Workshops, this in no way affects participants who want to register for an International Workshop for section one and a National Workshop for section two (or vice versa).

## NATIONAL AFFAIRS WORKSHOPS

There are nine National Affairs Workshops (letters A to I). Each participant will register for a general workshop (lettered) and one of its related subworkshops (numbered). (The one exception is Workshop D, which has no subworkshops.)

Workshops will never have more than 25 people. When the first 25 have registered for a general workshop, a duplicate workshop will be opened. A third, a fourth, etc. of 25 people, will be opened if registration demands.

The morning sessions of each of the two workshop sections will be spent in these general workshops of 25 people each. The general topical area of the workshop will be explored as well as how its related subworkshops fit into the total context.

The remainder of the time of each section will then be spent in the subworkshops which concern themselves with the specific programatic material. There is no limit on the number of people who may attend each subworkshop.

## A. CIVIL RIGHTS AND HUMAN RELATIONS

An exploration of the problems of inter-group relations and discrimination both on the regional and the national level.

### Subworkshops

1. **Desegregation.** A look into the major problem facing the South today with specific reference to educational segregation and Southern student demonstrations.

2. **Human Relations.** Creating campus and community climates in which opportunities are open to all on the basis of ability and character. Institutional policy, community relations, campus organizational regulations and practices, and individual attitudes and actions will be considered in light of this goal.

3. **Discrimination.** The national problem of discrimination brought into focus with consideration of student remedial programming in the college and in the community.

## B. INSTITUTIONAL ANALYSIS

A consideration of basic institutional processes and their effect upon the development of responsible and thinking students.

### Subworkshops

1. **Aims of Education.** A discussion of the purposes of higher education, the legitimacy and necessity of divergence and unity in institutional goals, the creation of greater interest in ideas and the academic process.

2. **Campus Values.** The effect of college on student values, developing social and political awareness, the responsibility of student government and other student groups.

3. **The Residence Unit and Academic Climate.** An examination of how dormitory, fraternity and sorority construction, atmosphere, and activities contribute to or detract from the overall university climate and academic progress.

4. **Student Participation in the Teaching Process.** A consideration of the ways in which student activity can help in teacher recruitment, teacher deployment, and better classroom educational methods; also an examination of necessary criteria for continued residence of teachers within the academic community.

5. **Students' Role in Academic Policy Formation.** A consideration of the relationship between institutional goals, student needs, and curricular opportunities; an opportunity for the development of patterns of student involvement in educational policy evaluation, determination, implementation, and revision; an analysis of the factors affecting campus attitudes toward the curricular and academic, and the ways in which they can be changed.

6. **Student Guidance and Counseling.** The development of student assistance in dormitory, freshman, pre-major, remedial, class, and overall counseling programs. Limitations, training, opportunity, and achievements will be analyzed.

7. **Internal College and University Structure.** A guide toward student analysis of the internal institutional hierarchy of authority; a look at university internal politics.

8. **Student-Faculty-Administration Relations.** The improvement of liaison and understanding among students, faculty, and administration and development of effective avenues of cooperation.

9. **Educational Finances.** Problems of student financial aid, aid to institutions, faculty salaries, and relationships with educational financing agencies.

## C. ACADEMIC AND EDUCATIONAL FREEDOM

An appraisal of the purpose and attainment of the freedom to think, to know, and to publish within the educational community.

### Subworkshops

1. **Academic Freedom.** A study of the problem surrounding the right to know in the academic community including questions facing faculty, administration, and students.

2. **Freedom to Access of Information.** The right to know and questions concerning governmental security classifications, open and closed university meetings, and free dissemination of information.

## D. FEDERAL RELATIONSHIPS WITH HIGHER EDUCATION

A study of the relationship between federal government and higher education with specific reference to the problems of federal aid, federal control, and loyalty security programming.

## E. PURPOSE AND PROGRAMS OF STUDENT GOVERNMENT

An analysis of the role student government has to play within the college community and the world at large; exploration of the rationale behind student government; the role and responsibility of the individual within the college community; some methods and techniques by which student government can accomplish its purpose effectively.

### Subworkshops

1. **Campus Judiciaries.** The role of student judicial systems; their organization, function, and structure; discussion of honor systems and honor codes.

2. **Organization of Student Government.** A discussion of student government structure as it relates to more effectively carrying out student government's role and responsibility in the campus community.

3. **Leadership Development Programs.** Student government programs for the development of campus leadership.

4. **Freshman Orientation.** The philosophy of the orientation of freshmen to an educational institution, with stress on intellectual programming; pre-college weeks, retreats, semester programming, student counseling, campus climate and the college freshman.

5. **Campus Political Organizations.** The development of both non-partisan and partisan political awareness and involvement by students. Ways of building programs through campus political parties and other political groups.

## F. STUDENT WELFARE

An examination of the responsibility the educational community has to the individual student in assisting with his adaptation and progress within the institution.

### Subworkshops

1. **Housing.** "Approved" off-campus housing and minimum standard maintenance, married student housing; types and trends in campus housing; educational goals of college living units.

2. **Employment.** An analysis of the problems of employed students. On campus—minimum wages, hours, varieties of jobs available; off-campus—placement, union fees for students.

3. **Athletics.** The values of athletic programs, intercollegiate

athletics; student participation in athletic policy-making; intramural and recreational programming.

**4. Student Economic Welfare.** A consideration of the needs and justifications for financial assistance to students; scholarship, loan, and work-study policies and tax-supported programs for student assistance.

## G. COMMUNITY INVOLVEMENT

An exploration into the ways in which students and student governments can render distinct and useful service to the local and broader community.

### Subworkshops

**1. Welfare Programming.** A study of existing and possible projects dealing with juvenile delinquency, slum clearance, child welfare, and youth recreation.

**2. Civic Programming.** A study of projects which students can undertake in conjunction with community civic groups—community chest, blood drives, orphans, relief work; projects of an educational or informational nature dealing with local, state, or regional issues such as elementary and secondary school education, public housing, street and highway construction, public parks and recreation facilities.

## H. POLITICAL ACTIVITY

An examination of the possibilities for campus, metropolitan, state, or USNSA regional action on behalf of referenda and legislative activity dealing with issues of concern to students in state and federal government.

### Subworkshops

**1. State Legislative Activity.** State government as it relates to education; methods by which the student voice in state affairs can be increased.

**2. Federal Legislative Activity.** A look at some of the major issues in Congress which relate to the student—selective service, Point 4 Youth Corps, loyalty oaths, college housing, and civil rights.

## I. NON-GOVERNMENTAL STUDENT ORGANIZATIONS

The role that campus organizations have to play in the development of a better educational climate within the college community; an inspection of student organizations outside the sphere of government and their activities as they relate to the educational purpose of the institution.

### Subworkshops

**1. Student Religious Organizations.** The role in developing intellectual and spiritual awareness on the part of the student.

**2. Social and Cultural Programming.** A discussion of the means of supplementing the college curriculum by presenting programs which open avenues of communication in an informal manner.

**3. College Unions.** Defining the role of a union—social, cultural and educational; student participation in policy-making and program implementation.

**4. Campus Communication.** The educational role of campus newspaper and radio station; relationship to student government, freedom and responsibility; a comprehensive examination of mass communication on campus.

# INTERNATIONAL AFFAIRS WORKSHOPS

There are four International Affairs Workshops. Each participant will register for a general workshop (lettered), and a subworkshop (numbered).

The first hour of all workshop sections will be devoted to a general plenary session wherein the International Affairs Vice-President will state the guiding principles of the International Commission. The problems affecting international programs on all levels, and the steps which might be taken to alleviate these problems will also be discussed.

During the second and third hours of each workshop section, participants will meet in general sessions in which the workshop chairman will relate the role of the workshop to the total international student affairs picture, and explain the relationship of one subworkshop to another.

The remainder of the time will then be spent in the specific workshops (numbered). As in the National Affairs Workshops, the same workshops will be given in both sections unless otherwise indicated.

## J. RELATIONS WITH INTERNATIONAL ORGANIZATIONS

### Subworkshops

1. **History and Activities of the International Student Conference.** An analysis of the development of the ISC; relationship of USNSA to it with discussion of how the work of the ISC relates to the campus.

2. **History and Activities of the International Union of Students.** An analysis of the developments of the IUS and the reasons why USNSA never participated in its activities, plus a discussion of IUS activities in which U.S. students have been invited to participate.

3. **International Student Relief Organizations.** An analysis of World University Service, technical assistance programs of the ISC and USNSA, with a special emphasis on areas in need of assistance and what campuses can do to help.

## K. STUDENT EXCHANGE AND TRAVEL

### Subworkshops

1. **Foreign Student Leadership Project.** Practical programs and background for representatives of USNSA member schools participating in the 1960-1961 FSLP Program. (This subworkshop meets during section two only.)

2. **Exchange with Emergent Areas.** An analysis and discussion of major exchange programs with emergent areas with an emphasis on the role of the individual campus in the exchange program.

**3. Exchange with Eastern Europe.** An analysis and discussion of major exchange programs with Eastern Europe with an emphasis on the role of the campus in this type of exchange in addition to special study of problems inherent in this type of exchange.

**4. Student Travel.** A discussion and analysis of all student travel programs and study tours with emphasis on Educational Travel, Inc., and educational content of student tours with special consideration being given to development of this program on the campus and regional level. (This subworkshop meets in section one only.)

## L. RELATIONS WITH NATIONAL UNIONS OF STUDENTS (NUS')

### Subworkshops

**1. Relations with Latin American National Unions of Students.** An analysis of programs and policies of NUS' in Latin America, study of USNSA relations to these NUS', discussion of particular political, social, and economic problems facing each NUS with a special emphasis on the development of relationships between the American college campus and students abroad through their NUS and their individual universities.

**2. Relations with African and Middle East National Unions of Students.** An analysis of programs and policies of NUS' in Africa and the Middle East, study of USNSA relations to these NUS', discussion of particular political, social, and economic problems facing each NUS with a special emphasis on the development of relationships between the American college campus and students abroad through their NUS and their individual universities.

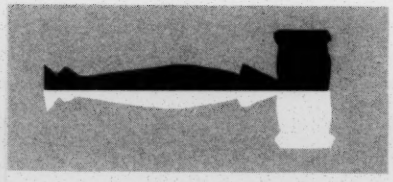
**3. Relations with Asian National Unions of Students.** An analysis of programs and policies of NUS' in Asia, study of USNSA relations to these NUS', discussion of particular political, social, and economic problems facing each NUS with a special emphasis on the development of relationships between the American college campus and students abroad through their NUS and their individual universities.

## M. CAMPUS INTERNATIONAL AWARENESS

### Subworkshops

**1. Foreign Student on the American Campus.** A practical analysis of programs designed to give the foreign student a greater understanding of the U.S. and to develop closer relationships with American students.

**2. Campus International Programs.** A practical analysis of the role and the development of International Clubs, Model United Nations, Campus International Relations Seminars. Special emphasis on the relationship of these programs to the development of the individual and the educational community.



# Legislative Committees and Subcommittees

**SUBCOMMITTEES (Afternoon, August 25 through August 26)**
**COMMITTEES (August 27 through afternoon August 28)**

Each participant must register for **one** legislative Subcommittee and the **one** Committee under which it falls. The legislative Subcommittee selected should logically correspond with **one** of the two Workshops that the participant has chosen.

## COMMITTEE I. Human Rights

### Subcommittees

**A. Human Relations.** A study of the processes for the resolution of campus and campus-community problems in the area of inter-group relations.

**B. Desegregation.** A reexamination of the methods by which students can participate in and support further immediate steps toward completion of desegregation in the college and its environs.

**C. Academic Freedom.** A review of purposes and means of attainment of freedom to study, to discuss, to teach, to research, and to publish.

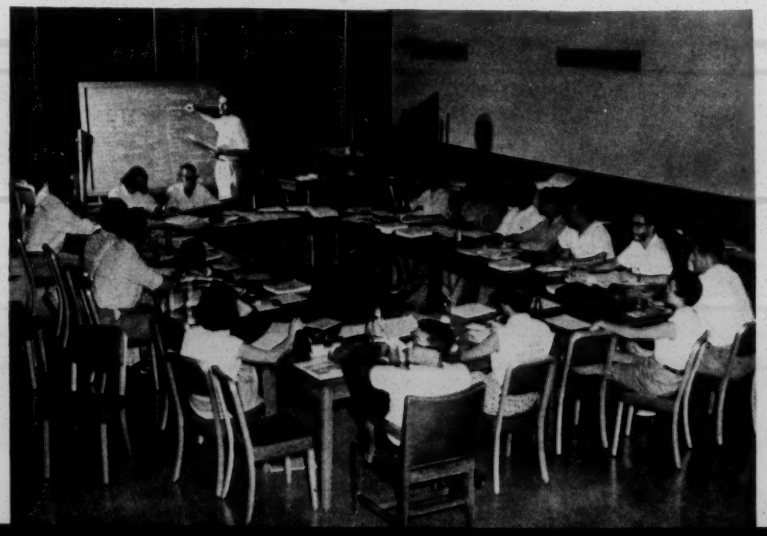
**D. Educational Freedoms.** A consideration of the freedoms of the student press, political and social clubs, religious activity units, and other related areas which are necessary for the development of responsible citizenship and leadership.

## COMMITTEE II. The Student and the Academic Community

### Subcommittees

**A. Aims of Education.** A review of the purposes of higher education in a democratic society through a consideration of the goals of quality, quantity, and diversity of educational opportunity.

**B. Student Participation in Academic Policy Formation.** An analysis of the means through which students, on the individual or group level, can participate in academic planning and evaluation.



**C. Student-Faculty-Administration Relations.** Joint committees for the study of policy and programs to improve liaison and understanding among students, faculty, and administration.

## COMMITTEE III. The Student and Governmental Activity

### Subcommittees

**A. Legislative Activity.** An investigation of proposals directly affecting higher education, particularly the NDEA, ROTC, the international exchange program, national defense policy, and immigration—on national and state levels.

**B. Political and Social Awareness.** Expression of student opinion on local, regional, and national social and political problems affecting students through collegiate political groups.

**C. Federal Relationships.** Federal governmental processes and higher education; specific legislation dealing with federal aid to education, construction, and housing.

## COMMITTEE IV. Student Organizational Activity

### Subcommittees

**A. Student Welfare.** An appraisal of the policies of colleges and universities in regard to housing, athletics, employment, and other activities affecting student welfare.

**B. Student Social Organization.** An examination of the relationship between student social organizations and the educational mission of the institution.

**C. Student Freedoms.** An examination of the rights of students within the student community, and a look at the ways campus judiciaries can help preserve these rights.

**D. Responsibilities and Scope of Student Government.** An examination of the role student government must play on the campus and programs of student governmental action.

## COMMITTEE V. International Affairs

### Subcommittees

**A. Relations with International Organizations.** An analysis of the principles upon which USNSA must base its participation in international student organizations and international student conferences.

**B. Student Exchange and Travel.** An analysis and discussion of exchange programs with emphasis on emergent areas and Eastern Europe.

**C. Relations with National Unions of Students.** An analysis of the forms which relations with national unions in various parts of the world might take, with a special study and evaluation of existing programs.

**D. Campus International Awareness.** An analysis and discussion of the responsibility of students to the international student community and the role of the student and student organizations in promoting international awareness on the campus.

## Conference Sessions

**The focus of the conference is included in the keynote address:**

**1. The Challenge of the 1960's—Economic, Political, Moral.**

**The Institution and the Challenge:**

**2. The Responsibility of Higher Education to Society.**

**3. Problems Facing Higher Education During the New Decade.**

**4. Various Approaches to Higher Education: large university, small liberal arts college, technical school, two year college.**

**The Student and the Challenge:**

**5. The Responsibility of the Student Community to Society.**

**6. The Responsibility of the Student Community to Higher Education.**

**Student Action:**

**7. International Student Movement.**

**8. National Student Movement.**

**9. Campus Activity—Profiles in Student Courage.**

**The Student Body President—Challenge and Action:**

**10. The Role of the Student Body President.**



# Tenth Annual Student Body Presidents Conference

**Wednesday, August 17 - Monday, August 22**
**THEME: "Higher Education in the New Decade"**

There is good evidence available to show that the student body presidents of our nation's colleges and universities have realized that their job is no longer the simple duty it once was—being the administrative figurehead of organizations given to doing little more than planning campus social activities and "reflecting" student opinion.

It has become increasingly evident during the past decade that America must, as a nation, take cognizance of the ever increasing and more complex responsibilities. The American student, in turn, must also assume greater responsibility for contributing to the solution of problems both inside and outside the academic community, as well as doing his utmost to insure the general excellence of his own education.

Within the context of this fresh realization of responsibilities, the specific duty of acting as affective leader for the student community has fallen to the student body president. Because the Student Body Presidents Conference serves as an introduction to the deeper and fuller responsibilities the president must undertake, and as a challenge to his preconceived ideas of what his role is to be during the year, the Conference has gained significant stature as an unparalleled aid to a successful term.

This, the Tenth Student Body Presidents Conference, concludes a decade of exploration and achievement, and coincides with the beginning of a new decade in the recorded history of man. The next ten years promise to bring many challenges to our nation, to education and to American students. What student leaders can and must do to meet these challenges successfully shall be the focus of this Conference.

**Opening session—8:00 p.m. (registration 9:00-5:00, dinner 5:30), August 17**
**Conference closes—3:00 p.m., Congress opens 3:30, August 22**

Conference Coordinator: John Plate, former chairman of Columbia University Student Council.
Conference Consultant: B. James Kweder, Program Vice-President, USNSA.

# Fourth Annual Student Editorial Affairs Conference

**Wednesday, August 17 - Monday, August 22**
**THEME: "The Right to Know: The Press's Role"**

The Fourth Annual Student Editorial Affairs Conference will enable college student editors from throughout the country to discuss problems of mutual interest. The conference will bring distinguished speakers from major professional newspapers to analyze the responsibilities and freedoms that the press possesses and roles that it must play both within the college community, the nation and the world.

In addition, the conference provides an opportunity for college student editors to compare notes on practical problems such as recruiting staff, increasing the size and scope of the paper, and interesting campus readership.

Since its founding four years ago SEAC has provided a strong basis for communication among student editors. The successfulness of that communication is indicated by the fact that membership in this conference has doubled, that a nationwide university press service (UPS) has been formed, and that other programs on local, regional, and national bases have been stimulated.

**Opening session—8:00 p.m. (registration 9:00-5:00, dinner 5:30), August 17**
**Conference closes—3:00 p.m., Congress opens 3:30, August 22**

Conference Coordinator: Paul DuBrul, former editor of the Hunter College "Arrow."
Conference Consultant: Curtis B. Gans, National Affairs Vice President, USNSA, and former editor of the North Carolina "Daily Tar Heel."

## Conference Sessions

**The focus of the Student Editorial Affairs Conference and keynote will be on:**

1. **The Right to Know: The Press's Role.**

**Subsequent sessions:**

2. **The Student Press's Role in International Affairs.**
3. **The Responsibility of the Student Press to the Greater Community: what is the scope of press coverage in the campus newspaper?**
4. **The National Scene and the Press's Responsibility.**
5. **What Is the Press's Role as an Instiller of Ideas?**
6. **Practical Problems Facing the Student Press.**
7. **The Press's Role within the Educational Community.**
8. **The Student Government and the Student Press: dual forces in the educational community.**
9. **What Do We Mean by Freedom of the Press?**
10. **Role of the Press in Times of Crisis.**
11. **What Are the Responsibilities of the Student Press?**
12. **The Press in America Changing the Country's Image: focus on the South.**
13. **The Right of the Public to Information.**
14. **The Freedom of Access to Information.**

**At the end of the conference, the editors meet in two Plenary sessions to consider and vote upon any legislation arising from their discussions.**

## Conference Sessions

NSA Coordinators will survey:

1. The Responsibility of the Student Community to Society.
2. Panel: How NSA Cooperates with Different Organizations in Fulfilling Its Responsibility.
3. A National Student Movement.
4. Campus Activity, Including "Profiles in Student Courage."
   What NSA Coordinators Should Be Doing at the Campus Level.
5. An International Student Movement.
   How and Why NSA Operates at the National and International Level.
6. The Job of Being an NSA Coordinator.
7. Programs—Campus, Regional and National—for the Coming Year.

Of particular interest to the new NSA Coordinator will be the attention given to what can be done on the local campus scene to bring about a greater awareness of and appreciation for the programs and activities of the National Student Association. A definite effort will be made to provide Coordinators with the tools and materials which will assure a successful term of office.

An enlightened, articulate, and capable student leadership is demanded by today's American student community, and it is absolutely essential that the NSA Coordinator be in the vanguard of student leadership at the campus level.



# First Annual NSA Coordinators Conference

**Friday, August 19 - Monday, August 22**

**THEME: "Higher Education in the New Decade"**

For several years now the Association has been asked to do more at the National Student Congress to prepare NSA Coordinators with adequate information for the demanding job ahead of them. It cannot be denied that there is a real need on the local campus for a well informed person, an authority on NSA who knows, and can transmit to the campus community, the various aspects of the activities of the National Student Association.

It is with this thought in mind, therefore, that NSA Coordinators are invited and urged to attend the First Annual NSA Coordinators Conference. The NSA Coordinators join the Student Body Presidents for general sessions in which the many challenges facing the United States, higher education, and American students during the next ten years are explored. The fact that these general sessions are held jointly for both Student Body Presidents and NSA Coordinators indicates the close relationship that ideally should exist between them at the campus level, even though they function in different capacities. The particular focus of the NSA Coordinator in the discussion groups that follow upon the joint sessions, is always on what NSA is now doing and what NSA should do in the future to meet these challenges.

**Opening session—7:30 p.m. (registration 9:00-5:00, lunch 12:15), August 19**
**Conference closes—3:00 p.m., Congress opens 3:30, August 22**

Conference Coordinator: Gene Theroux, chairman of the Metropolitan New York Region of USNSA.
Conference Consultant: B. James Kweder, Program Vice-President, USNSA.

# Fifth Annual Deans and Advisors Workshop

**Saturday, August 27 - Wednesday, August 31**

**THEME: "The Two Worlds of the American Student"**

Believing that cooperation between all segments of the educational community is essential to progress in higher education, USNSA invites deans, faculty advisors and administrators to participate in an annual workshop which is held concurrently with the National Student Congress.

This provides the educators with an opportunity to observe student leaders as they confront the basic problems of education and develop policies and programs, both for their own campuses and for the USNSA. In special sessions of the Workshop itself, the educators consider the potential of student contributions, some of the more important projects in student-faculty-administration relations, and the basic needs of student personnel programs.

**Opening session—8:00 p.m. (registration 9:00-5:00, dinner 5:30), August 27**
**Conference closes—following 6:00 p.m. formal dinner, August 31**

Conference Moderator: Richard A. Rettig, Program Vice-President, USNSA.
Conference Consultant: Dr. E. G. Williamson, Dean of Students, University of Minnesota.

## Conference Sessions

**The focus of the Workshop for Deans and Advisors and the keynote address will be:**

1. **The Two Worlds of the American Student —The Divorce Between Intellect and Life: Characteristic Student Behavior?**

**Subsequent sessions:**

2. **Panel of Deans: The Second Curriculum and the Role of the Dean.**
3. **The Decline of Iconoclasm Among Students.**
4. **Panel: The University Community Triad.**
5. **Address: Maximum and Minimum University Objectives.**
6. **Prospects for the '60's.**

**Informal presentations will be made at several of the meal hours on:**

**—The USNSA Southern Student Human Relations Seminar and Project.**

**—The National Objectives of USNSA.**

**—The Foreign Student Leadership Project and Foreign Student Exchange.**

**—The Ninth International Student Conference.**

**There will be a short orientation to the legislative process of the Congress, and a briefing on the major issues before the Plenary. Participants will observe two Plenary sessions.**

# APPLICATION INFORMATION

**HOW TO APPLY.** To receive registration cards please fill out the attached postcard and mail as soon as possible. Upon receiving this card the National Office will send you the number and kind of registration cards that you have requested, a Credentials Form, and information on, and in some cases billings for, the travel pool. The registration cards and the Credentials Form should be filled out COMPLETELY and returned with registration fees.

**REGISTRATION FEES.** The following charges are made to defray administrative costs of the Congress: Voting Delegates, $25.00; Alternates, $20.00; USNSA NEC Members and Non-Delegate Regional Officers, $20.00; Non-Member College Official Observers, $30.00; Deans and Advisors, $20.00; Student Body Presidents, $15.00 if attending only the SBPC, and $10.00 if attending both the SBPC and the Congress; Student Editorial Affairs Conference, $15.00 if attending only the SEAC, and $10.00 if attending both the SEAC and the Congress; and NSA Coordinators, $10.00 if attending only the NSACC, and $5.00 if attending both the NSACC and the Congress.

A delegation chairman should be appointed to:

**1.** Insure that each member of the delegation fills out COMPLETELY the proper registration card: blue for Delegates, white for Alternates, yellow for Official Observers, brown for NEC Members and non-delegate Regional Officers, dark green for Deans and Advisors, light green for Student Body Presidents, orange for Student Editors, and gray for NSA Coordinators.

In filling out CONGRESS registration and attached accommodations cards, special attention should be paid to the following items:

**a.** Each participant must register for **two** workshops: one for section one (the first day of the workshop period) and one for section two (the second day and a half of the workshop period).

**b.** Each participant must register for **one** legislative Subcommittee and the **one** Committee under which it falls. Participants should register for a Subcommittee that logically corresponds with one of the Workshops they have chosen.

**c.** Each participant must sign his name on the back of the registration card.

**2.** Fill out and have signed by the proper college officials the delegation's Credentials Form.

**3.** Have a check or money order, payable to the United States National Student Association, made out for the **total** amount of the registration fees and the travel pool billing if there is one. Registration cards, accommodations cards, Credentials Form, and check or money order should be mailed **in a single envelope** to: USNSA Congress, 3457 Chestnut Street, Philadelphia 4, Pa. CHECK OR MONEY ORDER SHOULD **NOT** BE ACCOMPANIED BY PAYMENT FOR ACCOMMODATIONS. Room and Board fees will be paid **directly** to the University of Minnesota housing division upon arrival at the Congress.

## Room and Board

STUDENTS:

Rooms with a breakfast of coffee and donuts, lunch, and dinner will be $4.00 per person per day except on the following days:

—August 17—$3.00—the cost of room, one meal (dinner) the first meal served.

—August 21—$2.75—(for those attending the SBPC, SEAC or NSACC). Since special banquets are scheduled for that evening, for which separate tickets will be purchased at $3.00 each, dinner will not be served in the dorms.

For those Congress delegates who register on the 21st the charge will be $1.50 for room. No evening meal will be served.

—August 24—$2.75—since the Past Presidents Banquet is scheduled for that evening, for which separate tickets will be purchased at $3.00 each, dinner will not be served in the dorms.

—September 1—$1.00—the cost of breakfast and lunch on the last day of the Congress.

NO MEALS WILL BE SERVED AFTER LUNCH SEPT. 1. ROOMS SEPT. 1-4, DURING THE POST-CONGRESS NEC, WILL BE $1.50 PER DAY.

An administrative fee of $5.00 per person will be charged.

Rooms and meals cannot be provided separately except for those participants from the Minneapolis-St. Paul area. Rooms will be assigned and meal tickets issued to individual members of delegations upon registration at the Congress.

Room and Board for Deans and Advisors will be $6.00 a day.

## Late Registration

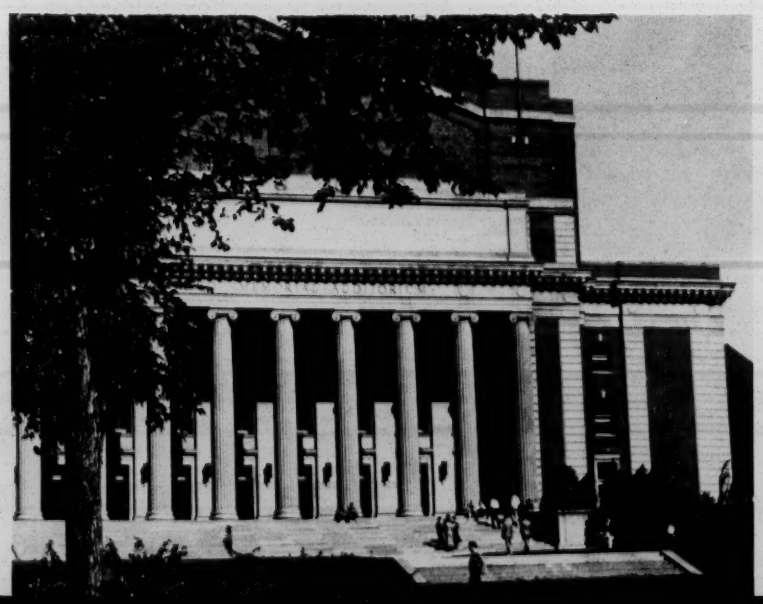
All those registering after July 15, 1960 will (1) be charged a $1.00 late fee; (2) fail to receive important Congress information including working papers until they arrive at the Congress; and (3) be involved in a much more complicated registration procedure upon arrival at the Congress.

## Refunds

Registration fees are not refundable except in those cases of emergency cancellations of which the National Office is notified prior to the opening of the Congress on August 22. In **no** case will refunds be issued after September 1, 1960.

People who have to leave early because of emergencies at home will receive full refund per day from the University of Minnesota Housing Division. Others who leave early will be refunded $1.50 per day.

The $5.00 administrative fee is not refundable.



**IMPORTANT:** PLEASE CUT CARD ALONG DOTTED EDGE BEFORE MAILING.

SEND IMMEDIATELY

**REGISTRATION CARDS FOR: (indicate quantity)**
(Please type or print)

_____National Student Congress_____
- Delegates_____
- Alternates_____
- Observers_____
- Guests_____
- Deans and Advisors_____
- NEC and Non-Delegate Regional Officers_____

_____Student Body Presidents Conference
_____NSA Coordinators Conference
_____Student Editorial Affairs Conference
_____Deans and Advisors Workshop

NAME_____

COLLEGE_____ CAMPUS POSITION_____

ADDRESS_____

CITY_____ STATE_____

The United States National Student Association (USNSA) is a confederation of student bodies at close to 400 American colleges and universities represented through their democratically elected student governments.

USNSA is accepted as the "most representative of such organizations on the American scene." A non-partisan, non-profit organization, USNSA represents over one million students.

USNSA, the only completely student controlled organization devoted exclusively to serving the needs of all American students, has worked since its founding to discover and to represent accurately the interests, problems and aspirations of the American Student.

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Philadelphia 4, Pa.

Southern Office of the
Southern Student Human Relations Project
41 Exchange Place S.E.
Atlanta 3, Georgia

West Coast Office
2161 Shattuck Avenue
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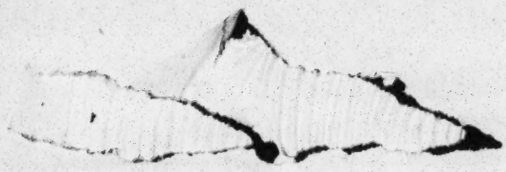
September 14, 1960



Southern Regional Council, Inc.
Room 432, 63 Auburn Ave. NE
Atlanta 3, Ga.

Gentlemen:

Enclosed is the picture of Marion A. Wright which you were kind enough to send us last month.

Mr. Wright's addresses were important contributions to both the Southern Student Human Relations Seminar and the Student Editorial Affairs Conference, and we look forward to future cooperation with the Southern Regional Council during the coming year.

Sincerely yours,

Marion Simon

Marion Simon
Public Relations Director

enclosure

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**RUTH GERI HAGY**

December 28, 1960

Mr. Richard Rettig
President
United States National Student Association
3457 Chestnut Street
Philadelphia 4, Pennsylvania

Dear Mr. Rettig:

The project you outlined in your recent letter sounds most interesting and probably would be most helpful in the Southern situation. We do have additional copies of the Fowler report and could supply you with a hundred at five cents each. This, I believe, could be effectively used with your spring program. Please let me know if the quoted price is satisfactory, and we will ship the material to you.

Please give my best regards to Timothy Jenkins. I had chance to talk with him personally at my apartment when he was here with the Student Nonviolent Coordinating Committee meeting.

If there is any other material here at the Council which might be of help, please let me know.

With very best wishes.

Sincerely,

John Constable
Director of Information

JC:lec

# UNITED STATES NATIONAL STUDENT ASSOCIATION

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December 19, 1960

Mr. John Constable
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Mr. Constable:

I want to thank you a great deal for the reprint of the Fallor Commission on Race Relations Report which you recently sent to our office. Timothy Jenkins, the National Affairs Vice President, and myself have both read the report carefully and have concluded that it is an excellent appeal to the white-community of the South for taking the leadership in the attempt to improve race relations in the South. Tim pointed out one omission, that of the oversight in mentioning the increased travel between the North and South that the white-community is now engaged in, as also having effect on breaking down stereotype patterns of thought in the South.

My only personal contact with the problems of the deep South came at the October meeting of the Student non-Violent Coordinating Committee in Atlanta, the meeting at which I made your acquaintance, and on a recent trip to New Orleans that found me there at the time of the integration of the public schools. The later experience is vividly etched in my memory, as you well might imagine. So much of the problem in New Orleans seems to be traceable to the failure of the moderates to assume any leadership in the community until the bankruptcy of their action was revealed by the abusive law and order encouraged by the white citizens council. My impression is that the most important thing with respect to the tensions that exist in the South, is to strengthen the hand of the moderates as much as possible.

I would like to know if it is possible for you to supply me with approximately one hundred copies of this report for a special project that USNSA has in mind. You probably realize that our membership among Southern white schools is quite small. The reason lies in our forthright position over the years on the civil rights issue and, more recently, our vigouous support for the sit-ins. And although the policy of USNSA is not binding on any member school, the great majority of Southern white school have chosen to withdraw from membership.

It is my intention to circulate a letter to a select group of approximately one hundred Southern white schools some time this Spring which would be an appeal for the

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consideration of the possibility of membership in the United States National Student Association. The major issue that would be explained in the letter would be that of civil rights and human relations. We would explain the position of the association, outline carefully the action that we have engaged in in ths field, and point out the prospects of further developments. This would emphasize the fact that NSA's position is not likely to change, but that the South is bound to change in its social composition and organization. In this process of change, it would be argued, the Southern white schools ought to play some role of leadership. It would be emphasized that segregation in reality has stopped all channels of communication that the South has not only with the Negro community of the South, but with the rest of the country as well. It would argue further for the existance of a national student community in which all points of view could be expressed and which would more fully represent the intentions and wishes of the American student. The Fallor Commission report would be enclosed as an example of the kinds of activity that such schools might be encouraged to begin.

Other questions would be dealt with that are perennial problems for NSA members and for schools considering membership. These include the representivity of the association, the question of "subversive" influences, the program of the association, the benefits to the campus, and a number of other related matters.

I have no idea how this will be received. I will be cooperating very closely with Connie Curry on this but the feeling here in the office is that we could not lose from such an action and quite possibly could make some positive gains. This then is the project that we have in mind and for which we would use the Fallor Commission Report. I would be very greatful if you could supply us with the requested number of copies and I would also be greatful for any comments that you care to make on the proposed appeal to the Southern white schools.

Best wishes to you, Paul Rilling, and the rest of your staff for a merry Christmas and a happy new year.

Sincerely yours,

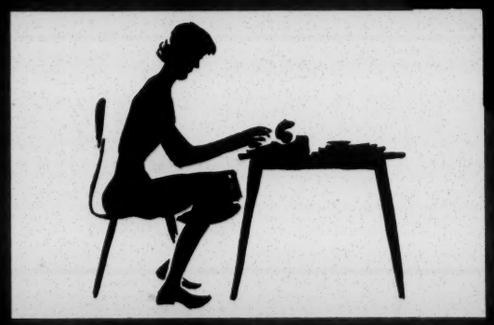
Richard Rettig

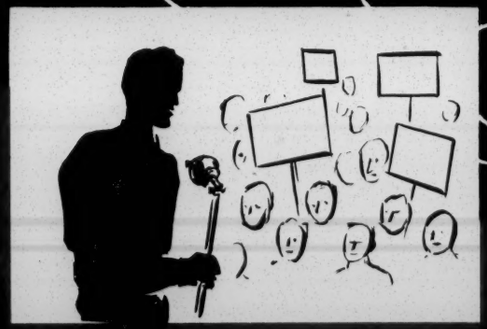
Richard Rettig
President

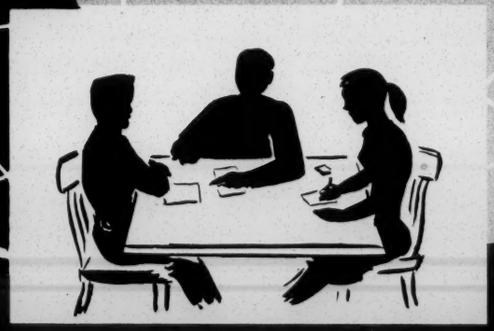
cc: Miss Constance Curry

RR/ep

# A world in transition . . .







# . . . students in action

February 10, 1961

Mr. Richard A. Rettig
President
United States National Student Association
3457 Chestnut Street
Philadelphia 4, Pennsylvania

Dear Dick:

Thank you for your letter and your comments.

I will write Mr. Robinson and give him any information I have. I also will see that Roger received materials which might be of value.

We still have not been able to turn up your letter of January 3, but will send the 100 copies of the Fowler Report any way. May I suggest that if the Connelly check has not been returned that you notify the bank to stop payment on that particular check and mail us a duplicate; or if you prefer, I will ask Connie to give us a check as we originally planned. Either way will be all right with us.

It was good seeing you and I hope the next trip you will be able to accept the invitation I extended on the last trip.

With best wishes.

Sincerely,

John Constable
Director of Information

JC:lec

# UNITED STATES NATIONAL STUDENT ASSOCIATION

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February 7, 1961

Mr. John Constable
Director of Information
Southern Regional Council, Inc.
Room 201
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear John:

It was a pleasure to see you the other day and to have an opportunity to visit the offices of the Southern Regional Council. Connie and I did not return from Athens in time to stop by and talk with you, and we had to go directly to the airport instead.

We spoke for approximately two hours with Mr. Terry Hazelwood, Editor of the Red and Black, about the situation at the University of Georgia. He was unable to round up any of the other people on the student government and also informed us that Mr. Simpson, Director of Public Relations for the University, had placed an embargo on students speaking to outsiders without clearance from that office. Hazelwood was the only one to whom we spoke, therefore, and he could hardly be called a stimulating individual. His editorial position during the crisis was one of a continued plea for responsible student action in the preservation of law and order. He deplored violence and showed a consciousness of the way in which the situation was being viewed throughout the country and throughout the world. One edition of the paper carried letters and telegrams that had been sent from various parts of the country. He was a segregationist, however, and indulged in the standard stock answers of the Southern white on integration. Add to this the fact that he was probably suspicious of anyone from the "North" and the fact that Terry is a soft spoken, slow moving, (and I think slow thinking) individual, and you have an evening which was taxing to say the least. In looking back through the files of early correspondence I have found a letter dated January 3, 1961, addressed to you at the above address; its route has evidently been a mysterious one and disappearance is puzzling. However, I requested the 100 copies of the Fowler Report to be sent to Philadelphia. Since a check for $5.00 was enclosed in the earlier there is no need to charge the cost to Connie unless the letter cannot be located in your office.

My brother's name in San Francisco is Roger K. Rettig, 1395 Golden Gate Avenue, Apartment 204, San Francisco. I have written him and indicated that you will put him on the mailing list for receipt of materials from the SRC office.

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I have one further request. The regional chairman of the Great Southeast Region of USNSA is a Negro student from Florida A and M, Tallahassee, Florida. He faces a difficult problem in locating a place in either Florida or Georgia at which he can hold an interracial meeting. Do you know of anyone in your office that could be of help to him in this matter? If you do and could write directly to him his name is Mr. Ira C. Robinson, chairman Great Southeast Retion, USNSA, Florida A & M University, Tallahassee, Florida.

Thank you very much for your assistance in this, John. One final thing that would help me is a copy of the report sent to President Kennedy by the SRC describing the kinds of executive action in civil rights that are available.

Sincerely yours,

Dick Rettig

Richard A. Rettig
President

RAR/ep

February 16, 1961

Mr. Ira C. Robinson
Chairman
Great Southeast Region, USNSA
Florida A. & M. University
Tallahassee, Florida

Dear Mr. Robinson:

Dick Rettig of NSA asked me to write you concerning possible meeting places in Georgia and Florida. This is a difficult assignment.

The only places we know for certain in Florida and Georgia are Negro colleges, and of course you might be familiar with them. Paul Rilling, of our staff, tells me that some of the religious foundations have held one day, interracial meetings at the University of Florida. I don't know whether they would accommodate persons over night.

Penn Community Center at Frogmore, South Carolina, which is on St. Helena Island, accommodates meetings of this type, including meeting place, sleeping facilities and eating facilities. Of course, it is out of your general area but it is quite close to Georgia. It is an excellent place for a meeting of this sort in my opinion.

With best wishes.

Sincerely,

John Constable
Director of Information

JC:lec

GREAT SOUTHEAST REGION
United States National Student Association
Florida A and M University
Tallahassee, Florida

March 12, 1961

Mr. John Constable
Director of Information
Southern Regional Council, Inc.
Room 501, 5 Forsyth St. N.W.
Atlanta 3, Georgia

Dear Mr. Constable:

Please pardon my reply to your letter of February 16 concerning possible meeting places in Georgia and Florida for NSA region. However, we have planned a student leadership conference to be held at Florida A and M University on March 25. For the moment, however, there is a question mark on this because of some difficulties I recently encountered.

We are most grateful foryour cooperation in this regard. If we can cooperate with you in any regard in any of your programs, please do not hesitate to contact me.

Yours very truly,

Ira Chas. Robinson

Ira Chas. Robinson, Chairman
Great Southeast Region
U S N S A

/r

July 10, 1961

Mr. Timothy Jenkins
U. S. National Student Association
3457 Chestnut Street
Philadelphia 4, Pennsylvania

Dear Mr. Jenkins:

I have picked out a selection of Southern Regional Council's literature which should interest your seminar, and which we are mailing under separate cover. There is no charge for any of this which we hope will be of interest to your group study.

Sincerely,

(Miss) Margaret Long
Director of Information

ML:lec

# UNITED STATES NATIONAL STUDENT ASSOCIATION

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July 7, 1961

Southern Regional Council
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Gentlemen:

During the month of August, fifteen to twenty of the most influential southern student leaders in the current sit-in movement will be met in a special leadership seminar at Fisk University. This Seminar is being sponsored by the United States National Student Association on a grant from the New World Foundation.

The Seminar will seek to provide these students with an intensive program probing the nature of the social change, the status of social conflict today against the economic, political and social background of the country. Experts in various fields will conduct seminar sessions; the discussions will be supplemented by assigned readings.

We are interested in securing booklets, pamphlets, brochures, etc., that can be placed in the seminar library as reference materials. Would you send information about the Southern Regional Council and copies of materials that you have on human and civil rights issues. Our budget for such materials is limited; therefore, we would appreciate the use of such materials as your contribution toward the improvement of the leadership of these southern student leaders. In the event you have some materials for which you must be paid, mail one copy and a statement of the cost so that we can decide whether the cost is prohibitive.

This conference occurs at a critical time in the fight for the survival of democracy. These student leaders need your assistance in their efforts to improve the effectiveness of their leadership. On behalf of the staff and the participants...Thanks for the materials and information.

Sincerely yours,

Harland Randolph
Director, S.S.L.S.

Timothy Jenkins
Vice President, N.S.A.

Cursie

38322

fourteenth NATIONAL STUDENT CONGRESS
UNIVERSITY OF WISCONSIN • AUGUST 20 TO AUGUST 30, 1961

ASSOCIATED WITH: American Council on Education • International Student Conference • U. S. Commission for UNESCO • World University Service • Council on Student Travel • Young Adult Council • Nat'l Citizens Committe for UN Day • Nat'l Scholarship Service & Fund for Negro Students

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USNSA

July 17, 1961

Miss Sheila McCann
Staff Associate
United States National Student Association
3457 Chestnut Street
Philadelphia 4, Pennsylvania

Dear Miss McCann:

Thank you so much for your invitation to exhibit at your 14th Congress. We would like very much to show our publications but we don't seem to have arrangements to pay for such display of our wares.

Thanks again.

Sincerely,

(Miss) Margaret Long
Director of Information

ML:lec

# UNITED STATES NATIONAL STUDENT ASSOCIATION

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July 10, 1961

Southern Regional Council
63 Auburn Avenue, N.E.
Atlanta, Georgia

Dear Sirs:

This August, the University of Wisconsin will host the largest and most representative gathering of American college students this year, at the Fourteenth National Student Congress of the U. S. National Student Association (USNSA). This meeting will be attended by an estimated 1,200 students and educators, including delegates from the 400 colleges and universities throughout the country affiliated with the USNSA. Primarily, the program and purpose of the Congress may be described as an intensive workshop, followed by meetings in which are formulated the programs and policies to be implemented by the Association during the following year.

Since there are excellent facilities for exhibits at the Congress site, USNSA is making space available for student and educational organizations. These exhibits should necessarily deal with programs which will be of interest to, and perhaps adaptable for use by attending colleges and universities.

Prices for these exhibits are $10 for five-day periods (August 16-20, August 26-30) and $20 for the fifteen-day period (August 16-30). Each organization should have a person at the congress to help set up the exhibit, etc. 12', 8', 6' and card tables with display boards are available. If you should decide to sponsor an exhibit, please let us know how much space it will cover.

Exhibit materials can be mailed to arrive no later than August 14 to:

Dean Stadel
c/o 14th National Student Congress
Memorial Union
University of Wisconsin
Madison 10, Wisconsin

Packages should be labelled "Attn.(Name of person in charge of exhibit-name of organization).

If you need more information, please do not hesitate to contact us.

Sincerely yours,

Sheila McCann

Sheila McCann
Staff Associate

fourteenth NATIONAL STUDENT CONGRESS
UNIVERSITY OF WISCONSIN • AUGUST 20 TO AUGUST 30, 1961

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ROBERT M. WALTERS
Lehigh University
Southern Human Relations Project
41 Exchange Place, S.E.
Atlanta 3, Georgia
West Coast Office
2161 Shattuck Avenue
Berkeley, California

•

Educational Travel, Inc.
20 West 38th Street
New York 18, New York
2161 Shattuck Avenue
Berkeley, California

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*Financial Advisory Board*
RUTH HAGY BROD

1960-61

# CODIFICATION OF POLICY

A WORLD IN TRANSITION: STUDENTS IN ACTION

13th National Student Congress

August 22 - September 1, 1960

UNITED STATES NATIONAL STUDENT ASSOCIATION

See NSF

CROSS REFERENCE SHEET

NAME OR SUBJECT

Harold C. Fleming

REGARDING:

LWD letter to Fleming re:NSA grant from Field Foundation for legal fees to Chas. Morgan to institute suit against Univ. of Alabama to admit two Negro applicants.

DATE

April 24, 1963

(SEE)
NAME OR SUBJECT

Folder marked: " Potomac Institute, Inc."

April 26, 1963

RBlanding

MMJ

The attached (3) labels are for the packages you've prepared for mailing to:

Timothy Manring
U. S. National Student Association

Please be certain that there are 850 copies of our March 31 News Release on Mississippi.

thanx, mmj

Cr. re/ N.S.A.

CROSS REFERENCE SHEET

NAME OR SUBJECT

Maxwell Hahn

REGARDING

Copy of a letter to Mr. W. Dennis Shaul, President U.S. Nat'l. Student Association re: transmittal of check for $5,500 for ~~legal fees~~ attorneys fees in the Univ. of Ala. suit (Huntsville).

DATE:
April 26, 1963

(SEE)
NAME OR SUBJECT:
Foundations - Field

MJ-file

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • AREA CODE 215 • BAring 2-1106 • CABLE, NATSTUD

PA-Community
Room, please
Had to take the
back. Gave comments &
forwarding

May 7, 1963

Mr. Leslie Dunbar
Southern Regional Council
Atlanta, Georgia

Dear Mr. Dunbar:

Enclosed is a draft of the prospectus for the Civil Rights Leadership Institute. We will also include the background information on the speakers and an indication as to the where-abouts of the participants of the 1961 Seminar led by Tim Jenkins. Connie and Paul Potter have also been sent copies.

I look forward to your suggestions, comments, and criticisms. Thank you.

Very sincerely,

Timothy A. Manring

Timothy A. Manring
National Affairs Vice President

TAM:jhd
enclosure

ASSOCIATED WITH: American Council on Education • International Student Conference • U. S. Commission for UNESCO • World University Service • Council on Student Travel • Young Adult Council • American Association for the U.N. • Nat'l Scholarship Service & Fund for Negro Students

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**W. DENNIS SHAUL**
University of Notre Dame
*Assistant to the President*
**DOROTHEA M. KRISCH**
Saint John's University

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Jerrold Electronics

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*Chairman National Advisory Board*
**DR. EUGENE FONTINELL**
*Professor*
Queens College
*Chairman Financial Advisory Board*
**RUTH HAGY BROD**

The UNITED STATES NATIONAL STUDENT ASSOCIATION requests $10,000.00 from the New World Foundation to sponsor a Civil Rights Leadership Institute during the summer of 1963.

BACKGROUND

The interest and concern of the UNITED STATES NATIONAL STUDENT ASSOCIATION in human relations and civil rights is extensive and well documented. Since 1959, when the Association received a grant from the Field Foundation for a Southern Student Human Relations Project, at least one person has devoted full time to human relations work in the South. This summer the Association will sponsor its Sixth Annual Southern Student Human Relations Seminar which will bring together twenty southern students from white, Negro and interracial colleges and universities across the South. This seminar discusses the problems and history of discrimination and segregation in the South, the progress of desegregation, and the general field of human relations within the country. Last fall, the seminar manifested one sign of its value when its alumni garnered southern student support for James Meredith's right to enroll at the University of Mississippi. Graduates of the seminar presently play important roles in preparing the students of the universities of South Carolina and Alabama for desegregation.

The Association was one of the first and most ardent supporters of the Sit-in movement which began in February of 1960. It was apparent then that many of the leaders of the movement in the Student Non-Violent

Coordinating Committee needed a leadership experience which would provide them with a broader knowledge of the history, economics, politics and education of the South. They needed, as well, an experience which would provide training in leadership. The New World Foundation financed the Association's leadership training seminar which was held in the summer of 1961. Many of the fifteen participants in that seminar continue to hold leadership positions in the Student Non-Violent Coordinating Committee. Since 1961, the civil rights movement has grown and the problems in the South become more complex. Sit-ins, which are relatively simple in theory and implementation, are no longer sufficient for a complex civil rights struggle. The effort has moved from sit-ins to freedom rides, voter registration, and tutorial projects designed to improve the educational opportunities for Negro youth. Students, now need opportunity to confront the deeper economic, political, and social problems which face the South. Since much of the constructive civil rights activity continues to be stimulated and advanced by students and student groups, the need for greater education becomes even more apparent. Moreover in the past, as the movement required more sophisticated action, the leadership and activity fell to a smaller number of students. The challenge is now to equip key students with the ability to energize grass roots strength, particularly on the Negro campus. This task cannot be left to the Southern educational system alone. Too often the system's traditional emphasis on perpetuating the prevailing social structure, its lack of academic freedom, and its failure to encourage and provide opportunities for students to confront those issues which are central to social change in the South, have militated

against leadership development among those most in need of it.

The student movement seems to be in a crucial point. Interest in it is increasing, but it will not be sustained unless it receives competent leadership. Leaders must have more academic knowledge than they manifested earlier. They must be knowledgeable in economics, history, political science, and the relations of these to the civil rights struggle. Most importantly, leaders must be able to place the movement itself in the perspective of the South's changing social system and the nation's overall progress. For these reasons, the Association proposes a Leadership Institute to bring together forty southern students for a month long intensive study of economics, history, politics and other pertinent fields and how these relate to the civil rights movement.

**PROPOSED PROGRAM**

The Civil Rights Leadership Institute would include forty students who would meet on a college campus in Atlanta, Georgia, beginning July 15, 1963. The project would be administered by a director and four staff people who have been active in the civil rights movement and who have also been connected with the Association. The staff members would be chosen because of their ability to teach and their competency in the academic fields mentioned above.

The seminar would utilize adults who are involved in the civil rights struggle. Academicians would also lecture so that the framework for discussion and study could be provided. The staff members would lead discussion groups of ten students each. As extensive a reading program as possible--given the educational background of the participants--would be carried out, utilizing material from the Southern Regional Council and other sources. The seminar would attempt to improve the participants' writing and verbal skills, while at the same time increasing the participants' knowledge in the areas studied and their ability to relate these to the present situation in the South.

SEMINAR SUBJECT MATTER

The first three weeks of the seminar would be designed to provide an intensive study centered around the economics, politics and history of the South. Related topics would be interwoven with these general subjects. The last week of the seminar would include a discussion of the civil rights movement, its present direction, and where it should be channeled. This last period would attempt to draw together the earlier discussion and study in their relation to civil rights.

The first section of the Institute would be devoted to a study of southern history. Such a study should include the history of the Negro, the history of the Negro development in America and particularly the South, the history of the present civil rights movement, as well as an inquiry into the traditions and development of Southern society. During this time questions would be raised regarding the role of education in the South. The first section would also provide a brief look at some of the problems the Movement faces within this historical perspective.

The second part of the Institute would be a study of the fundamentals of economics and the economic problems of the South, the agrarian economy, the absence of or failure of unions to develop, the impact of automation, and the present social changes, in so far as they can be analyzed.

The third part of the Institute would provide an intensive study of introductry political science: national, state and local governments, legal systems, the theory of political parties and their development in the South, various primary systems as they relate to the South, etc. During this section the students would also do case studies of rural and urban communities, analyzing the power structures, the role of business, labor, professional, religion, etc.,

within them. They would also study the role of the Negro community in the political process.

The first three parts of the institute, would raise questions in an attempt to force the students to relate the subject under discussion to the civil rights movement. The last part of the Institute would be centered entirely on the movement: the kind of society it attempts to build, and how it can be built. This part of the institute would discuss various routes to social change, and would attempt to view civil rights and the movement itself in relation to other changes in the South and in the Nation.

EXPECTED RESULTS OF THE INSTITUTE

The Institute would provide an opportunity to develop broader based leadership which attempts to understand not only the problems immediately surrounding the civil rights struggle in theSouth, but which also attempt to understand the relationship between civil rights and political, economic, religious and educational institutions in the South. The Institute would improve the writing and verbal skills of the participants and consequently their ability to work with other people.

The participants would be balanced according to geography and past experience in the movement so that the widest possible exposure to and involvement of, the Negro Community could be attained.

**BUDGET**

| | | | |
|---|---|---|---|
| Room and board at Institute | | | |
| | 50 people at $4.00 for 30 days | | $6,000.00 |
| Salaries | | | |
| | Director | $ 500.00 | |
| | Staff--4 at $100.00 | $ 400.00 | |
| | Secretary | $ 100.00 | $1,000.00 |
| Travel | | | |
| | Staff | $ 500.00 | |
| | Participants | $1200.00 | |
| | Speakers | $ 300.00 | $2,000.00 |
| Supplies | | | $ 500.00 |
| Postage and telephone | | | $ 200.00 |
| Miscellaneous | | | $ 300.00 |
| | | | $10,000.00 |

a. ref
Field Fd.

June 7, 1963

Mr. Timothy Manring
National Affairs Vice President
U. S. National Student Association
3457 Chestnut Street
Philadelphia 4, Pennsylvania

Dear Tim:

I have written to Mr. Hahn and have said our good words about your request. I mentioned in my letter that I was speaking also for Paul Anthony; after discussion, Paul and I agreed that it would be better for just one of us to write.

I very much regret that I did not get to talk with you and Dennis Shaul while you were here. When either of you are down this way again let me know a little ahead of time and maybe we can see more of each other.

All the best.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • AREA CODE 215 • BAring 2-1106 • CABLE, NATSTUD

June 4, 1963

RECEIVED JUN 7 1963

Mr. Leslie Dunbar
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Mr. Dunbar:

It was good to talk with you, even if briefly, while we were using your office for our Southern Advisory Board meeting last Wednesday. Dennis, Connie and I found the meeting both enjoyable and very worthwhile in assisting us for our programs for this summer and for the future of the Southern Project. Certainly one of the most rewarding personal experiences of my work this year has been in working with people such as those on the Southern Project Advisory Board.

As you probably know, we are in the process of requesting a grant for the renewal of the Southern Project. I am enclosing the prospectus which we submitted to Mr. Hahn of the Field Foundation. Connie, Dennis and I talked with Mr. Hahn on May 23rd regarding the renewal of the project. In our discussions with him we emphasized, as does the prospectus, the need for increased efforts to "integrate" those campuses which have recently been desegregated or plan to within the near future. The fact that the color line has been broken in many institutions in the South does not, in any way, mean that the Negro is accepted on predominantly white campuses or that white students are fully integrated into the campus life of Negro campuses. We also discussed the problem of working in human relations as a result of the increased activity of the civil rights movement. Changes in these areas since the beginning of the Southern Project compound, I think, the need for increased efforts in human relations work.

You will notice in the prospectus that we ask for an additional $8,000 to pay the salary of an assistant director. With the continuing pressure of the civil rights movement and the need for additional travel to individual campuses we feel that another staff person is necessary. Since Connie is unsure of her plans for the future, we did not discuss them with Mr. Hahn. Dennis and I feel that if Connie decides to continue her work with the project we should look for an assistant who could serve as Connie's assistant or take over as director of the project should she decide to leave.

ASSOCIATED WITH: American Council on Education • International Student Conference • U. S. Commission for UNESCO • World University Service • Council on Student Travel • Young Adult Council • American Association for the U.N. • Nat'l Scholarship Service & Fund for Negro Students

*President*
**W. DENNIS SHAUL**
University of Notre Dame
*Assistant to the President*
**DOROTHEA M. KRISCH**
Saint John's University

•

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Jerrold Electronics

•

*Chairman National Advisory Board*
**DR. EUGENE FONTINELL**
*Professor*
Queens College
*Chairman Financial Advisory Board*
**RUTH HAGY BROD**

I know that Mr. Hahn and his Board of Directors respect very highly the opinion of those people on the Southern Regional Council. In this regard, Dennis and I would appreciate any efforts that you could make in assisting us in our attempts to renew the grant. If it will be possible for you to write Mr. Hahn I would certainly appreciate those efforts.

Very sincerely,

Timothy Manring

Timothy A. Manring
National Affairs Vice President

TAM:ep

Enclosures

UNITED STATES NATIONAL STUDENT ASSOCIATION

Proposal For The Renewal Of

THE SOUTHERN STUDENT HUMAN RELATIONS PROJECT

The United States National Student Association requests a grant of $68,000.00 from the Field Foundation to extend the Southern Student Human Relations Project for two years. While it is not possible here to detail all the changes which have occurred in the South during the last four years, it is necessary to remember that these changes have not only brought new conditions, but also brought different means by which students and others seek social justice in the South. The Southern Project has created some of these changes; others have been sustained by the Project. We feel that the changes which have occurred in the tools used to seek social justice and in the attitudes of those involved in the struggle provide great challenges and, at the same time, constitute an increasing need for the continuation of the work of the Association's Southern Project.

Background

The Spring of 1960 marked the beginning of intense efforts, through direct action, to establish the equality of the Negro in the South. Sit-ins, freedom rides, voter-registration projects and demonstrations have been employed in the struggle for equal rights. Because the Association strongly believes that equality before the law is a prerequisite for sound relations between human beings, the Southern Project has been involved in much of this activity. Yet the Association realizes that increasing direct action tends to sharpen the differences between elements of the society and causes unification within the more extreme elements; the events in Birmingham, Alabama are the latest example. Our concern is to reach those students active in the struggle for civil rights, and give them understanding and knowledge; to do this the work of the Project, we believe, should be continued.

By January 1, 1964, the Southern Project will have sponsored, since January 1, 1962, a series of interracial conferences bringing together students from every state in the South. The fact that the Project is not limited to working with member schools has proven a great advantage. Participants of the past three Southern Student Human Relations Seminars have played key roles in the desegregation of Clemson and the University of Mississippi. They have helped, as well, to prepare for desegregation at the University of Alabama and other colleges and universities, both private and public, in the South. The need for that work will not decrease in the next two years; nor will the Project's opportunity to work closely with groups such as the Student Non-Violent Coordinating Committee. Perhaps no organization working in the South has enjoyed as much success as the Southern Project in working with activist groups while at the same time cooperating with the more traditional, less directly involved organizations. In fact, the Project has often served a useful role as moderator among groups with different approaches to the same issues.

In the past four years an increasing number of public and private institutions of higher education have either desegregated or announced publicly their desire to accept Negro students. These steps have in no way brought about any meaningful integration on desegregated campuses. "The Negro," or "the White," as the case may be, remains isolated emotionally, intellectually, and socially from campus life.

We feel that this compounds the need to work, not only with regions and larger areas, but on individual campuses, developing programs which will improve human rela-

tions and bring the members of minority student groups into the mainstream of campus activity.

As the legal barriers to integration are broken down, the issues facing the South and those in the civil rights movement become increasingly complex. The work of the present human relations conferences should be augmented, we believe, by a further task. Activist students in the civil rights movement need an intensive leadership training experience, and often, a more extensive study of the fields of history, economics, education and politics and how these issues relate to the civil rights struggle. This training and academic experience can, to some degree, be supplied through the Project.

In many respects the continued work of the Southern Project would be to build and set forth an outline of the future Southern society--the society which must be built as the present social structure changes and dies.

Proposal

The Project staff shall consist of a director, an assistant director and a secretary who shall work as employees of the United States National Student Association. The staff shall operate with the continued advice of an inter-organizational advisory board.

The addition of an assistant director would allow the Project to begin to develop more intensive programming on specific campuses. The assistant director would also provide an opportunity to develop projects for those students who are working in direct action activity with other organizations, in order to give them a broader perspective of the civil rights movement.

The goals of the Project would continue to be:

1. To establish contact with and among Southern students of good will, thereby helping to promote a concern for human relations within the "all-important" college peer group.

2. To provide an interpretative background for students both interested and disinterested in the current trends of the Southern desegregation movement--legally, educationally, economically, and politically.

3. To offer constructive alternatives for action to the current activist element among Southern students interested in civil rights and human relations.

4. To allow an interracial, interpersonal experience totally different from previous contacts for most of those participating to reinforce the more formal content of the program.

5. To serve as an avenue whereby Southern students can come to view themselves more in their roles as citizens of the nation and the world and less as citizens of the region.

6. To develop new practical applications and leadership for good campus and community relations.

PROPOSED BUDGET FOR THIRD GRANT

NSA SOUTHERN STUDENT HUMAN RELATIONS PROJECT -- 2 YEARS

| | | |
|---|---|---|
| **I. Project Staff and Materials** | | |
| Director's Salary | $12,000.00 | |
| Assistant Director's Salary | 8,000.00 | |
| Secretary's Salary | 7,000.00 | |
| Travel - Director and NSA Staff | 7,200.00 | |
| Campus Program and Resource Materials | 1,000.00 | |
| | | $35,200.00 |
| **II. Seventh and Eighth Human Relations Seminars** | | |
| Salary and Fees for Consultant | 1,500.00 | |
| Travel - Staff and Experts | 2,800.00 | |
| Travel - Participants | 4,500.00 | |
| Room and Board | 6,500.00 | |
| Resource and Program Materials | 600.00 | |
| Promotion | 500.00 | |
| | | $16,400.00 |
| **III. City, State and Area Conferences** | | |
| Travel Assistance for Students | 2,500.00 | |
| Travel - Speakers and Experts | 2,000.00 | |
| Working Papers and Materials | 500.00 | |
| Local Promotion and Administration | 500.00 | |
| | | $ 5,500.00 |
| **IV. Advisory Board Meetings** | | |
| Travel - Advisors | 2,000.00 | |
| Travel - Staff | 500.00 | |
| Room and Board | 400.00 | |
| | | $ 2,900.00 |
| **V. Administration and Support** | | |
| Office Supplies | 2,000.00 | |
| Postage and Shipping | 1,000.00 | |
| Telephone and Telegraph | 3,000.00 | |
| General Administration | 2,000.00 | |
| | | $ 8,000.00 |
| | TOTAL | $68,000.00 |

CROSS REFERENCE SHEET

NAME OR SUBJECT:

Hahn, Mr. Maxwell

REGARDING:

LWD appraisal of the proposal submitted by the National Student Association to Field Foundation for continuation of the Southern Human Relations Project.

DATE:

June 7, 1963

(SEE)
NAME OR SUBJECT:

Foundations, FIELD FOUNDATION, INC. 1963

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • AREA CODE 215 • BAring 2-1106 • CABLE, NATSTUD

MS

file

August 5, 1963

Mr. Leslie Dunbar
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Mr. Dunbar:

This is by way of a more formal thank you for your participation in the NSA Leadership Institute. As I think you know, the students enjoyed your presentation and were able to see things more clearly because of it.

Because you and others are willing to take time from crowded schedules to work with the Institute, I feel confident that the program will contribute substantially to the development of these young leaders.

Once again, on behalf of the Institute participants and staff, our appreciation for your participation in the program.

Sincerely,

Paul Potter

Paul Potter
Institute Director

PP:rp

ASSOCIATED WITH: American Council on Education • International Student Conference • U. S. Commission for UNESCO • World University Service • Council on Student Travel • Young Adult Council • American Association for the U.N. • Nat'l Scholarship Service & Fund for Negro Students

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*Professor*
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*Chairman Financial Advisory Board*
**RUTH HAGY BROD**

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • BAring 2-5722 • CABLE, NATSTUD - PHILADELPHIA, PA.

1

file

Rec'd 11/6/63

PA - comments, please

November 5, 1963

Mr. Leslie Dunbar, Chairman
Southern Regional Council
5 Forsythe Street
Atlanta, Georgia

Ja 3-8322

Dear Mr. Dunbar:

Enclosed you will find the final form of the prospectus for the Selma literacy project that Mary Varela spoke with you about. We would certainly appreciate your reviewing it for us, and endorsing it with the foundations to whom we will submit it.

I am going to Washington this week, and will show it to Harold Flemming and to the director of the Industrial Union Department, Mr. Jake Claymon. When I talked with Mr. Flemming on the phone last week, he expressed some concern over SNCC playing such a large part in the project, and felt that this might hinder our obtaining funds for it, especially with the foundation people. The reasoning behind this was that while SNCC is an activist organization, the foundation people want to concentrate most of their time on the more educationally oriented groups. If you could give us any advice on how we might best handle this problem, we would be most grateful.

Thank you for your kind attention, and I hope to hear from you soon.

Cordially,

Doris Gibson

Doris Gibson
Public Relations &
Development

encl.

Rec'd 11/6/63

# PROSPECTUS

## SELMA LITERACY PROJECT

### INTRODUCTION

The 1960 census indicates that over 22 million Americans 25 years of age and older have less than eight years of education. Due to the impact of automation and technology, these people are without the skills necessary for an independent and dignified life. They are functionally illiterate.

This problem of illiteracy has been found to be most severe in the Deep South "black belt" region where illiteracy seems settled at an alarmingly high rate. Two other facts of contemporary American life interesct with this problem. One is that nearly all employable work skills in the United States require the basic ability to be able to read and write: and the second is that in many areas of the South the inability of adult Negroes to read and write has been used in state statutes to disenfrahnchise them.

Present trends indicate that the problem of functional illiteracy will be virtually unchanged in two decades without large scale adult literacy programs. According to a projection by the Department of Health, Education and Welfare from Census Bureau statistics, in 1980 more than five million persons, 25 and older, will have less than five years of education.

Before a comprehensive program can be developed to significantly reduce these figures, literacy materials and techniques for training adults must be developed in areas of the country where basic educational skills are deficient. The urgency of such a program lies in both the real and potential changes in the political, social, and economic situation of the South. It is imperative that the Negro electorate be assisted in developing its talents and abilities to meet these changes in southern society in order to prepare for the more significant role that Negroes will play in that society.

### BACKGROUND

In the United States, one out of every four Negroes is functionally illiterate. The comparable ratio for whites is one to 16. In the southern "black belt" region where Negroes outnumber whites, several factors help to account for this. Vestiges of the old plantation system of white superiority continue to mark the people and their social system. But most of all, Negro educational facilities and opportunities are vastly inferior to those of the whites.

Thirteen counties in the Negro "black belt" region have no Negroes

registered to vote, and 35 have three percent or less of the Negroes of voting age registered.

Voting and literacy are bound together in a significant way in the South. Many southern states barr functionally illiterate people in order to preserve a political system limited in its representation to white citizens only. For example, in Dallas County, Alabama, where non-whites comprise 57.7 percent of the population and whites number 42.3 percent, of the 13681 illiterates, 10735 are Negroes. Out of 9195 total registered voters in Dallas County (1962) 242 or one and seven-tenths percent are Negroes.

The city of Selma in Dallas County has been selected as the site for a pilot project in adult literacy training for several reasons. Not only does it lie in the heart of the "black belt" region where the illiteracy problem is acute, but in Selma motivation among illiterates to learn basic skills has been sparked by the activities of a voter registration movement.

Negroes want to pass literacy tests. One of the critical barriers to a successful adult literacy program is lack of motivation. Adults who have not learned to read and write as children often believe they are incapable of learning these basic skills. Many non-literates also associate a stigma to trying to learn. They perceive that their community will ridicule "grown people going back to school". These problems, while always difficult to surmount, are eased when an interest in voting has been created.

A community campaign to register voters will frequently develop group norms to support Negro learning. In sociological terms, voter registration work can legitimate participation in a literacy program among non-literates and so help to overcome the stigma often attending such programs.

Selma, Alabama, in Dallas County, is well suited for a pilot project in adult literacy training for Negroes. Out of 7060 non-whites over 21 years of age in Selma, 4278 or 66 percent are illiterate. Many of these people are eager to learn to read and write for the first time, stimulated by an active voter registration campaign in their community. The campaign, which began in February, 1963, was organized by the Dallas County Improvement Association, the Dallas County Voters League, and the Student Non-Violent Coordinating Committee.

No private or public program now exists which is designed to eradicate the problem of functional illiteracy among adults in the "black belt" region. Present government programs are not only few and inadequate, but require that application for aid be made through state or local government apparatus. Officials in the "black belt" area are not inclined to welcome such programs and would be even more relunctant to extend them to the Negro population in an amount proportionate to the population's needs. Selma, for instance, has traditionally resisted government programs as "governmental interference".

In order to plan an effective adult literacy program for the "black belt" region, more must be known about literacy techniques and more must be developed in the way of adult reading and visual aids. The existing literacy materials are almost exclusively planned for children, as are the tested techniques and visual aids.

In addition to this, material which might be composed for the northern illiteracy problem would be for the most part ineffective in the southern Negro community -- as the mores and modes of expression are quite different.

PROJECT PURPOSE

The purpose of the Selma pilot project is to provide the research and to develop the materials which a larger "black belt" literacy program would require. More specifically, this would include the following: 1) to translate local customs and idioms and other familiar occurences in Selma into literacy materials for teaching; 2) to recruit and train a team of four to six students to use the developed materials with Negro illiterates in Selma; 3) to build a second literacy team in Selma comprised of local Negro leaders who could continue the program in several other cities; 4) and to publish a report on the basis of the project's research in volunteer literacy teamwork, and to evaluate the possibilities of a larger year's length program in other areas. Such research would include information on the usefulness of various teaching techniques (programmed learning, case study approach, visual aids, group dynamics) and of teaching materials (case studies, fiction, biographies, Negro history).

PROGRAM

The project personnel will consist of a director and four to six student teachers chosen from colleges and institutions through applications and interviews administered by the United States National Student Association. The project director will have full responsibility for the program and preparation of the materials in cooperation with skilled professionals in the field. The director will begin teaching in Selma in late January, and will be responsible for determining what materials will be used during the summer project.

The selected tutors will receive an intensive four day session in teaching methods for adults and then will apply this theory by working in an adult literacy program in northern cities on weekends during the second semester. These classes will be organized and will be administered by the Northern Student Movement.

During this time they will also be expected to read from a prepared reading list, and will receive various background mailings on the South, specifically on Selma and Dallas County. In June, the tutors will attend a two week orientation seminar at a southern university preparing them for the role that they will play in the community of

Selma. They will then proceed to Selma for two and one half months of work in adult literacy. The project director will be responsible for completing a research report on the pilot program.

Two and a half months cannot bring an adult to functional literacy. However, for testing purposes it can measure an important change or an increased degree of independence in the adult's ability to read and write, and comprehend. It will aid in evaluating the merits of a long term literacy project aimed ultimately at mitigating or wiping out the rampant illiteracy of the "black belt" region, leaving behind a competent and mature Negro electorate.

CONCLUSION

This project is to be carried out under the auspices of the United States National Student Association, working in close cooperation with the Northern Student Movement and the Student Non-Violent Coordinating Committee. Personnel from each organization will be used to carry out various facets of the project. NSM will help train the tutors in the North, and will make available their adult educators to help prepare materials for use in the South. SNCC will make contacts in the South, and will help to establish, by means of its already existing voter registration project in Selma, a working relationship with the people of the area. USNSA will be responsible for the grant, will oversee the work of the director, and will carry out the administrative details of the project.

USNSA represents a federation of some 400 American colleges and universities. While the thrust of its program is directed toward the college campus and other national unions of students, it has a record of deep interest, involvement, and experience in civil rights. For eight years, it has organized and sponsored Southern Human Relations seminars to bring together student leaders on a bi-racial basis to discuss and to set up programs in civil rights. For four years, USNSA has conducted Southern Human Relations Projects for training young people to work in race relations in the South. In addition, the Association has held two civil rights leadership institutes, in Atlanta and Nashville respectively, and one voter registration and education project in Raleigh. USNSA maintains a year-round regional office in Atlants for civil rights purposes.

Under Title 3c, Section 501 of the Internal Revenue Code, USNSA is, as as educational organization, granted tax exempt status for grants to support its programs and administrative operations.

PROPOSED BUDGET - SELMA LITERACY PROJECT

| | |
|---|---|
| Project Director's Travel | $ 2700.00 |
| Recruits' Travel<br>(New York as median point<br>5 recruits as median number) | 1000.00 |
| Recruits Room and Board<br>( for 12 week period of summer project) | 900.00 |
| Recruits' Personal Allowance | 490.00 |
| New York Teaching Methods Seminar | 250.00 |
| Miles College Seminar | 1310.00 |
| Assistance to Dr. Randolph | 250.00 |
| Telephone | 800.00 |
| Postage | 400.00 |
| Teaching Supplies | 300.00 |
| Insurance | 200.00 |
| Equipment Rental | 200.00 |
| NSM Assistance Fee | 300.00 |
| NSA Administrative Fee | 1000.00 |
| TOTAL | $10,500.00 |

EDUCATORS INVOLVED IN
SELMA LITERACY PROGRAM

Blyth, Dr. John -- Director of the Programed Learning Department of the Diebold Group in New York City. Dr. Blyth is presently directing a Programed Learning project for the Student Non-Violent Coordinating Committee at Tougaloo College. Dr. Blyth would like to use the Selma project to help test the Programed Learning materials constructed by the Tougaloo group.

Long, Dr. Charles -- Professor at the Banks Street Teacher's College in New York City. Dr. Long has indicated his support of the Selma Literacy Program, and will aid the director in determining the teaching methods to be used in Selma. He has agreed further to cooperate in conducting the seminar on teaching methods for the project recruits before they begin their semester's part time training with the northern tutorials.

Randolph, Dr. Harland -- Director of Communications of the Board of Fundamental Education operating in Indianapolis, Indiana. Dr. Randolph will prepare the initial materials to be used in the literacy program beginning in January. During the summer program, he will come to Selma in an attenpt to evaluate the effectiveness of the materials and the teaching methods.

# VITA

## MARY VARELA

Born -- 1940, in Newell, Pennsylvania, and currently a resident of Welmington, Delaware.

School -- Alverno College, Milwaukee, Wisconsin. Received a Bachelor of Arts in speech and secondary education in 1961.

Activities -- 1)practise teaching experience was with a group of "low achievers" or vocational group. Volunteer teaching during college career with a home for juvenile boys, and with primary grades in religion.

2) student body president of Alverno College

3) post-graduate work with the Young Christian Students as a National Field Secretary for three semesters and as editor of the YCS Journal for one semester. Helped in such program areas as human relations, politics, international life, higher education, ecumenism, and economics. Worked with voter registration activities on Chicago's South side for YCS and on a tutorial in a ghetto area there.

4)staff position with NSA Civil Rights Leadership Project in Atlanta, Georgia with a duration of six weeks.

5) staff position with SNCC

~~U.S.NSA~~
See: U.S. Nat'l Student Assoc.

December 11, 1963

Mr. Timothy Manring
American University of Beirut
P. O. Box 236/863
Beirut, Lebanon

Dear Tim:

Thank you very much for your Christmas letter. I did not know that you were in Beirut.

What are your plans when you return home? I hope that they would include work which makes it possible for us to see some more of each other.

Best regards.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

American Univ. of Beirut
P.O. Box 236/863
Beirut, Lebanon
November 26, 1963

Dear Ms. Sumbae,

Dear Friends,

Although it seems early for me to be sending Christmas Communications, due to slow mail service, some of you may not recive this until after Christmas. None-the-less, I wish you a happy Holiday Season.

Since I was elected to serve as National Affairs Vice President of the United States National Student Association in August 1962, most of the time since last Christmas, I have been living in Philadelphia (home of our Naional Office). I cannot speak highly of "the City of Brotherly Love", but my year with NSA was most rewarding.

It is impossible to say there are particular issues which are of concern to the entire U.S. student community, but there are issues of mutual interest and concern to most active students. This latter group of students and the issues with which they are concerned, civil rights, improvement in the quality and impact of education, academic freedom and civil liberties, and international relations, form the basis for most of the Association's acitivies. To be sure, the requests made of the national officers are many and varied, but the above isues, along with certain aspects of student welfare programs, consume the greatest amount of an officers time and energy, at least when attempting to develop positive plans for action.

Attempting to prompt students to concern and thought proved to be a formidable task; providing opportunities for positive student action on a national, local, or regional basis was even more difficult. More often than not, opposing forces are able to bring more influence to bear on any given campus than can the National office alone. Analyzing and off-setting these forces, working with local students, responding to immediate crises in civil rights or academic freedom and at the same time developing concrete long range programs in cultural affairs, education, student welfare, civil rights and civil liberties were the biggest challenges. Problems created by inadequate finances, lack of personnel, and mistakes due to our own lack of experience resulted in our greatest frustrations. A major cause of frustration of a different sort was the need (perhaps less in actuality than we sometimes felt it to be) to answer a seemingly constant stream of bogus and irrelevant questions.

The issues we were confronting as students are among the greatest problems facing the nation. Testifying before two Subcommitees of Congress was interesting, but not nearly as rewarding as seeing the changes which took place in the lives of students as they came to grips with meaningful problems. My formal work with NSA ended with the election of a new slate of officers August 30, 1963. My interest in the problems which confronted me as an NSA officer did not lessen at that time--it continues to grow. I am convinced that the civil rights problems of the North are more complex and as formidable as those in the South; the pressure of increased enrollments in our educational institutions do not bring new problems, they only distort present problems; further, the future of democratic society rests with our ability to successfully confront and find solutions to these problems and to find new and better institutions to make public and private policy.

After the National Student Congress this summer, I scurried home to Pullman, Washington via San Francisco where I spent three hours with my brother Mike for the first time in sixteen months. Ten days at home allowed opportunity to see friends in Pullman and at the University (although I did miss seeing many), visit the Palouse Empire Fair for the first time since 1958, and spend some time with Mother and Father Manring. I left Pullman September 18, and after an all too brief stay in New York(with a short work trip to the NSA office in Philadelphia), I left the United States September 22 for Beirut, Lebanon. En route to Beirut I visited friends in Copenhagen, Kassel, Germany and Paris. Copenhagen is beautiful; the impact of war and the present military situation in Germany is devastating: and my stay in Paris, overnight, was too short for comment.

Doing Graduate work at American University of Beirut in International Relations is most interesting. My thanks to Rotary International Foundation for the Fellowship which makes my stay possible. The campus is beautiful--the contrasts of the city--old and new, rich and poor, east and west--are fascinating. The library is quite small and poor, the "reign of IN LOCO PARENTIS" is devastating, but some of the professors are excellent, there are many top-notch students and all-in-all I find the situation "quite tolerable". The weather has remained warm and the Mediterranean beach remains inviting. Mr French is improving (it couldn't get worse) and a seminar in Middle East Politics and one in Theory of Politics are excellent.

The tragic event of last Friday, November 22, was deeply shocking. The American Community at A.U.B. did not grieve alone--we were sincerely joined by the entire campus. It appears that President Kennedy's death, as his life, has had a deep impact on the lives of many people, including mine.

In the shadow of the President's tragic death, it is hard to speak of joy--but his deep optimism and faith compel us to think and speak of Christmas as a joyful time.

With best wishes for the Christmas Season,

Tim Manring

I want to express my deep appreciation for your assistance both to me and to the Association - Certainly some of my most rewarding experiences last year came from my work with the Southern Advisory Board and other "informal advisors", particularly in SRC. My work in the South, in civil rights and in general with NSA. last year made some significant changes in my future for which I am grateful -

Best wishes for the New Year to you and others there in Atlanta -

Sincerely, Tim Manring

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# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA, PA. 19104 • AREA CODE 215—BAring 2-1106 • CABLE, NATSTUD

December 24, 1963

Dear Friend,

We recently learned that once again this year the editors of Communist Viewpoint have chosen to send to many of you copies of their magazine along with copies of The Worker. Since many of these were sent to NSA Coordinators it would seem that this group has made use of our mailing list.

As you know, our member schools are listed publicly in the Codification. They are therefore readily available to any one who wishes to use them as a basis for a mailing list. It is not possible for us to forbid such use. To do so would require our keeping our membership list a secret, an impossible alternative. However, we wish to make one point very clear. We never at any time gave any group of such persuasion a permission or approval to use our list. We disagree completely with most of what is printed in their publications.

We deeply regret the fact that we have been put in the awkward position of being used by a group so clearly alien to the spirit of the National Student Association. They must have known that such a mailing would be embarassing to us and we frankly wonder whether their purpose is to destroy the Association. Similar attempts have been made by such groups in the past; they have always failed.

All of us here are worried about the influence of outside groups whether of the right or left, which seek to control the Association for their own purposes. Such groups wish to make NSA only a political forum, and a forum for only their point of view. Wherever possible we shall resist such pressures, and simultaneously we shall seek to chart out our own area of concern and competence.

If you received the mailing containing Communist Viewpoint and/or The Worker, we would like you to rest assured that we had absolutely nothing to do with the mailing; we disassociate ourselves from the views of both publications. Thank you.

Sincerely,

Gregory M. Gallo

GREGORY M. GALLO
President

*President*
**GREGORY M. GALLO**
University of Wisconsin

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*Latin American Assistant*
**THOMAS LAMOUREUX**
Ohio State University

*Latin American Assistant*
**DAVID SPENCER**
Harvard College

•

**West Coast Office**
2161 Shattuck Avenue
Berkeley, California

**Educational Travel, Inc.**
265 Madison Avenue
New York 16, New York
*West Coast Office*
1355 Westwood Boulevard
Los Angeles, California

**Southern Human Relations Project**
41 Exchange Place, S.E.
Atlanta 3, Georgia

•

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ASSOCIATED WITH: American Council on Education • International Student Conference • U. S. Commission for UNESCO • World University Service • Council on Student Travel • U. S. Youth Council • American Association for the U.N. • Nat'l Scholarship Service & Fund for Negro Students

# A MIRROR OF TOMORROW:

# HUMAN RELATIONS ON THE SOUTHERN

# COLLEGE CAMPUS

## BACKGROUND

### SITUATION IN SOUTHERN COLLEGES:

Integration on the southern college campus has been met with peace and protest. Mob violence and boycotts upholding segregation occurred in some areas while gradual desegregation proceeded in others, at times in the same state, presenting a contrasting picture of the southern campus scene. Today, in practice or principal, approximately 110 tax-supported colleges and universities of the 208 such schools in the South now admit Negroes. About one hundred of these schools in twelve of the seventeen southern states, plus the District of Columbia, have Negroes on their campuses.

Recognizing these facts, let us look briefly at the heart of the campus: the student. What does the white political science major think of the Negro engineering major who just joined him in the next chair ? Who is allowed to run for student government positions; the entire junior class, or the entire "white" junior class ? These are the questions facing today's students throughout southern campuses, not in glaring news print, but in the quiet of their minds; not during a discussion group, but while attending classes. Students in the past few years have assumed an increasingly active role in co-curricular activities. At some times the Negro student in desegregated schools achieves special recognition. For instance, at one University, a Negro was elected president of one of the clubs; but, at another University, Negro students were allowed to join an honorary organization, but not to attend its banquets. These are the paradoxes which are occurring throughout our southern campuses today. They are not an example of unbending predjudice, but an indication of the tremendous need among students for a directive toward better understanding of the problem. Only through this undstanding can successful integration result; and it will be the students themselves who will enact the final integration.

Problems posed by student integration will not end with this college generation, but will gain momentum with the pressures of rising enrollments. Today there is a total of 12, 244, 000 students in the southern region, with only 2, 098, 000 of these students attending integrated schools. This leaves a total of 10, 000, 000 students to be integrated within the next few years, which is almost five times as many as we are attempting to integrate at present. Therefore, it is evident that our problem has merely begun, we must not avoid it, but inspect it.

Two articles written by two southern college newspaper editors illustrate the divergent attitudes: One editor stated; "I think I am safe in saying that the majority of us would be opposed to admitting Negroes at this time because of the trouble that might result. Because of our backgrounds we simply are not ready for a change." And then the second editor saying, "What has been said has been in favor of quick integration of Negroes into the University, and almost everyone here agrees that desegregation will be no problem when it comes - whether it is next week or five years away." Here is the deciding factor; the voices of the students. Could it be that if they were brought together - that first editor and the second editor - that a peaceful, not a protesting, integration program would result?

## BACKGROUND

### STUDENTS RESPONSIBILITY TO THIS SITUATION:

Students must assume their full share of responsibility to make certain that peaceful steps toward integration will be taken, though this will mean working towards a change of traditional attitudes in many cases. USNSA recognizes this responsibility, and has consistently worked to encourage students to actively recognize their role. At the Ninth National Student Congress held in August of 1956, delegates representing 204 student bodies across the nation, adopted a resolution, part of which reads:

> We of the USNSA pledge ourselves to the education of the university and college community, and to the education of the larger community of which we are a part, concerning the problem of integration and its possible solutions.

Consonant with this emphasis on student and university acceptance of their task, Walter Lippman, noted author and journalist states:

> These two years (since the supreme court ruling) have shown that the great project of integrating the public schools of the U. S. is more than just a matter of laying down the law and demanding that everyone comply with it. What we need is to arrive at a national consensus of enlightenment of opinion as to how - at the hard core of the problem in the South - we should go about inducting compliance.
>
> My own view is that at the hard core the wisest policy is to proceed by stages, beginning as soon as possible with the integration in the universities...the object of this would be to train a new generation of white and colored men and women who will be the leaders of their communities.
>
> Until they exist, there is little prospect that at the hard core there will be a disposition by whites and Negroes to work together on the complex and sensitive problems of integration at the primary and secondary levels.

The problem before us is one of training this new generation for future leadership. Is not the southern Negro often a wasted resource? This is recognized in that many Negroes are having difficulty in securing a higher education. In today's society every possible resource must be developed. This hard core referred to by Mr. Lippmann must be utilized and we believe that students can be a strong force of utilization.

Segregation in education is not only regrettable in the southern campuses and throughout the country, but has been a constant source of world-wide criticism. USNSA serves as the voice of American students throughout the world, by way of its membership in the International Student Conference (ISC) composed of national union's of students of fifty-six nations of the free world. Harry Lunn, former president of the Association, was on a student good-will and investigating team organized by the ISC and was in southeast Asia when Miss Autherine Lucy applied for admission to the University of Alabama. Reflecting the impact of this incident felt abroad, he wired back the following message:. ( INSERT TELEGRAM)

Following this indicent, statements were received from representative organizations of students from eighteen different countries, all of them affirming the principle of equal rights for all people to obtain a higher education without discrimination as to race or color. USNSA prepared a documented summary of the Miss Lucy case and the overall situation of race relations in the South and distributed 2,000 copies to national unions of students overseas. At the Ninth National Student Congress both Miss Lucy and Mr. Walter Flowers, (Student body president at the University of Alabama at the time when Miss Lucy applied for admission) participated in a panel discussion on the topic: "Integration in Higher Education". This was the first time these two students had met, and the panel allowed all points of view to be expressed.

The International and American students abroad had strongly questioned an incident which struck at a basic American doctrine. USNSA recognized the problem and acted. In the present southern college situation USNSA again recognizes a problem and wants to act by using its framework of contact with American universities and colleges.

## PROPOSAL

USNSA proposes an interracial southern college conference on integration. A conference would provide the opportunity for students from various institutions and backgrounds who occupy key positions within their educational community, to come together and consider problems which they are facing for the first time, or problems which they will be facing in the near future. Alternative solutions will be posed. Participants will be charged with a need to actively concern themselves with integration. Within each small discussion group at the Conference will be resource people sensitive to the existing situation who can challenge the participants in a way so that when they return to their campuses they will become involved in the processes of integration. Ideas expressed during the meeting will be compiled in a booklet which will serve as a guide for the students.

USNSA through its confederation of student bodies provides an effective means for carrying out the project proposed. Representation within the Association is composed of state and private, segregated and integrated institutions. During the past, National Student Congress students from these varied types of colleges worked together in a sub-commission chaired by a student body president from a southern university to spell out the USNSA Congress stand on desegregation. Included within this resolution was the proposal for a conference on desegregation. It was felt that what is really needed is the opportunity to learn together. What is needed is a peaceful, not a protesting approach to the situation. No similiar project has been undertaken by either the Association or to our knowledge, any group within the South. However, USNSA has undertaken many projects which involve planning and implementing conferences. Each year the officers of the Association are responsible for the National Student Congress which lasts for ten days and involves 1,000 students, a National Deans Workshop, Student Body President Conference, and Conference for Foreign Students.

During the past two years various foundations have affirmed their support of the work of the Association by backing specific projects totalling a quarter of a million dollars. Among these projects are: a comprehensive study of student government and student leadership in American colleges today, a foreign student leadership program which provides the opportunity for student leaders from underdeveloped areas of the world to come to America and to be submerged in the democratic processes by actively participating in student government and college co-curricular activities; a National Academic Freedom Week; and an extensive international program which includes active participation in the International Student Conference; and in dealing with other national unions of students in Europe, Asia, Africa, the Middle East, and Latin America. Recognizing the great need for such a conference on the student level and the experience that USNSA has gained through the many conferences it holds each summer, the Association hereby submits this prospectus for a Conference on the problems of Integration in Higher Education in the South.

Conference: Spring Hill College, an integrated school in Mobile, Alabama, has offered facilities for this four-day meeting.

Director: A meeting such as this will require the efforts of a full-time director who can travel around the South prior to the Conference, be responsible for the meeting itself, and compile the series of publications resulting from the meeting. He will also be responsible for follow-ups to all the southern schools. Director of this meeting employed for six months beginning January 1st, would be Mr. K. Ray Farabee, past president of the student body at the University of Texas, National officer of the USNSA in 1955-56, Chairman of the Student Body Presidents Conference, and presently a law student at the University of Texas.

During the past year Mr. Farabee has travelled extensively through the South and has a sympathetic understanding of the conditions currently facing southern schools.

Participation: Two representatives will be invited from schools in the South and they will be accreditied by their student government. It is hoped that there will be two hundred participants.

Planning: A planning board of twelve individuals will work with the director and the national staff. They will meet six weeks prior to the Conference and make final plans for the Conference. We would hope to include on this board: Mr. Richard Plaut (NSSFNS), Mr. Oscar Cohen (ADL), Mr. Edward Graham (Educator), Mr. ~~Frank~~ Gordon Lovejoy (NCCJ), and Mr. Harold Flemming (Southern Regional Council).

Frank ??

Pre-Conference Meeting: A pre-conference meeting would take place at the same time the planning board and staff meet with the Director. This would not only provide the necessary training for effective discussion leaders, but would allow for intensive discussion of the overall objectives of the meeting.

Form of the Conference: The Conference would consist of three major addresses:

(1) The philosophy of integration and desegregation with its long range effects on education, society, and the nation.

(2) Descriptions by an official of an institution where integration has been accomplished plus a variety of methods which would be used to achieve integration in other schools.

(3) The integration of white students into colleges which are now all Negro.

Each of these addresses will be proceeded and followed by small panel discussions. It is our hope that these small groups become the real working core of the Conference.

* which schools? What formal affiliations with USNSA exist in the South? What indications that student govts wd accredit representatives?

Publications: The value of any conference is greatly enhanced by practical benefits resulting from all the discussion. Students returning to their respective campuses will use as their guide the specific ideas discussed at the meeting. For this reason the four publications listed below become extremely important in carrying through the tangible ideas and sentiments exchanged, and interpreting its actions to all concerned with integration.

I. Publication A: (Proceedings) This would be a booklet entitled: "A Mirror of Tomorrow - Human Relations on the Southern College Campus", which would give a resume of how the meeting was organized, its objectives, and a transcript of the important proceedings taken from tape recordings. This would include edited major addresses as well as group discussions and a summary of accomplishments.

II. Publication B: (Results) This would be the handbook containing an outline of suggested methods used to promote desegregation and integration, based on actual experiences, conflicts, and tensions. It will be written by the staff and the planning board, with contributions from the discussion leaders, and will be distributed to all those people who attended the Conference and all other southern schools.

III. Publication C: (Student Government Bulletin) A special issue of the Student Government Bulletin, the bi-monthly publication of the Association, will be devoted to this Conference. This publication is distributed to student body presidents at all 309 member schools. Its subscribers include deans, professional educational organizations, college libraries and individual concerned with problems of students in higher education. This bulletin would present the Conference in a way which would be valuable to all students and educators. It would contain background information on the Conference, operation proceedings resulting from it, and basic suggestions for improvements in present methods. Moreover, it would attempt to present to the reader an

How many in South?

understanding not only of the present situation in the South, but also an idea of the direction suggestion for steps towards successful integration.

IV. Publication D: (A Special Overseas Bulletin) A bulletin for distribution to the National Unions of Students all over the world. This publication would illustrate how the conference was conceived, the need for it, who participated, and what transpired. It would be printed in three languages for a greater readability. If an understanding of the current situation and actions could be related to students of the free world, the contribution of the conference would be immeasurable.

Why not use Pub. A? Or C?

FINANCES:

All project expenditures will be based upon the attached budget. Accounting records will be kept on a cash basis by the Executive Secretary of the Association. At the close of the grant period, an external audit will be submitted to the Foundation.

On the following page will be found the estimated budget for the Conference on the problems of Integration in Higher Education in the South.

## PROPOSED BUDGET

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| | |
|---|---|
| **Salaries** | |
| Project Director | 3,000.00 |
| Secretarial assistance | 1,200.00 |
| **Travel Expenses** | |
| Project Director | 500.00 |
| Educational Affairs Vice-President | 250.00 |
| **Conference Expenses** | |
| Pre-Conference meeting | 1,000.00 |
| Travel for participants | 7,000.00 — high! |
| Room and board | 4,500.00 — " |
| **Publications** | |
| Minutes and transcript | 200.00 |
| Handbook | 600.00 |
| Student Government Bulletin | 900.00 |
| Overseas publicity (including translations) | 1,200.00 |
| Work with related organizations | 100.00 |
| **Administrative expenses** | |
| Office and supplies and equipment | 600.00 |
| Promotion and postage | 300.00 |
| Telephone and telegraph | 250.00 |
| Administrative fee 5% for USNSA National Office | 1,080.00 |
| Contingencies | 150.00 |
| TOTAL: | $22,830.00 |

# National Student Conference

on the

# Sit-In Movement

## April 22-23 Washington, D.C.

Sponsored by

THE UNITED STATES NATIONAL STUDENT ASSOCIATION

### PURPOSE

The Conference is to be a representative forum of student leaders discussing the most significant happening in the student world since the 1930's through an informative presentation of the sit-in movement as it has developed in the South and as sympathetic reaction has developed throughout the country. Discussion groups will discuss the pro's and con's of the movement, analyze the responsibility of each student to the movement, and, if desired, discuss ways to implement the responsibility. Final general sessions will take action on the recommendations of the discussion groups.

### REGISTRATION

Registration and all sessions of the Conference will be conducted at Pierce Hall, All Souls' Unitarian Church, 16th and Harvard Street. All persons, delegates and observers, must register for admittance to Conference sessions. Registration will begin at 9 A.M., April 22, and continue until noon, April 23. No persons arriving after noon, April 23, will be admitted to the Conference. Travel reimbursements will be given to delegates at the time of registration.

### PROGRAM

**FRIDAY EVENING**
**7-10 P.M.**

**General Session**—History of the Sit-In Movement and Varying Views of the South

- Albert Rozier—North Carolina Agricultural & Technical College
- Bernard Lee—Alabama State College
- James Lawson—Vanderbilt University
- James Alrutz—Emory University
- Max Heirich — American Friends Service Committee
- Paul Rilling — Southern Regional Council

**SATURDAY MORNING**
**9-10:30**

**General Session**—Supporting Action in the North

- Tim Jenkins—Howard University
- Curtis Gans—National Affairs Vice President, USNSA

**11-12**

**Discussion Groups**

**1:30-3:30**

**Discussion Groups**

**4-6**

**General Session**—Consideration of Discussion Groups' Recommendations

**7:30**

**General Session** — Action on Recommendations of Discussion Groups

### PARTICIPANTS

Official Delegates are student body presidents or their designated representatives and only they will have speaking and voting rights. All others interested in the sit-in problem are welcome and encouraged to attend as observers. Delegates must indicate their intention to come by contacting USNSA, 3457 Chestnut Street, Philadelphia 4, Pennsylvania BY APRIL 20, 1960.

### ACCOMMODATIONS

Housing facilities at the Sheraton-Park Hotel, Connecticut Avenue and Calvert Street for Official Delegates will be furnished by USNSA for April 22 only. If there is any question as to delegate status please contact registration headquarters. Observers may also find housing at reduced rates at the Sheraton-Park.

### TRANSPORTATION

Limousine service is available from Washington National Airport to the Conference site for $1.20 per passenger and to the Sheraton-Park Hotel for $1.60 per person. Special reduced rates for groups of seven or more can be arranged at the airport.

# NATIONAL STUDENT CONFERENCE ON THE SIT-IN MOVEMENT

The National Student Conference on the sit-ins endorses the philosophy of non-violent action, and its manifestation, the sit-in movement. Realizing that we are not completely free from prejudice, we reconvened concentration upon modifying the individuals basic attitudinal structure in order that better personal relationships among all peoples may be promoted.

Feeling a deep sense of personal responsibility concerning human equality, we are participating in the sit-in movement through our own volition and not as the tools of any political group.

In the support of the principle of the Brotherhood of man inherent in the Judeo-Christian tradition, we resolve to oppose all manifestations of discrimination and inequality.

NATIONAL STUDENT CONFERENCE ON THE SIT-IN MOVEMENT

We the delegates of the National Conference condemn the reprisals of officials, governmental and educational, to silence student protest leaders by academic dismissal and threats thereof. Their means of reprisal are in direct violation with the freedom of speech and assembly clause of the First Amendment of the Constitution of the United States and with the principles of academic freedom

NATIONAL STUDENT CONFERENCE ON THE SIT-IN MOVEMENT

We as delegates to the National Student Conference on the Sit-In Movement strongly affirm that all those who ident fy themselves directly or indirectly with the Sit-In Movement have the responsibility to exemplify the principles of non-violence in their action. The moral force of this means of action demands a dignity of conduct - in dress, in speech, in behavior and in all public and private association with this movement and its goals.

NATIONAL STUDENT CONFERENCE ON THE SIT-IN MOVEMENT

Resolved that it shall be recognized that this is a movement based on the idealogy of non-violence, not a movement merely using non-violence as a technique.

Non-violence is not just a lack of violence but the requirement that one respect the dignity of all men and stand up for that dignity within himself.

It is a movement of human beings against injustice.

NATIONAL STUDENT CONFERENCE ON THE SIT-IN MOVEMENT

Although the spontaneous student demonstrations in the South have been expressed predominantly through the method of lunch counter sit-ins, we recognize that inherent in this movement is a moral protest of all practices of racial discrimination and equality. Whether or not this specific form of expression is continued, we recognize the need for broad action on campuses and within local communities as well as on the national level. Such action should include various means of education, communication, and non-violent protest and should be directed at such areas as housing, employment, places of public accommodation, and campus policies.

PAGE (s) MISSING

NATIONAL STUDENT CONFERENCE ON THE SIT-IN MOVEMENT

Resolution of the Styles Committee

We, the National Student Conference on the Sit-in Movement recommend that:

1. USNSA promote petition campaigns against Woolworth, Kress, Kresge, W. T. Grant, H.L. Green, Walgreen, Liggitt and urge all students and student councils to support them.

2. Local managers of national chains be contacted before demonstrations are directed toward that store. The demonstrations should bd directed toward the national chain and not necessarily at the local store manager.

3. USNSA promulgate the organization of a nation-wide one day demonstration.

4. USNSA mobilize as much influence as possible to bring about equal protection under the law for participants in these movements.

5. A wide-spread letter writing campaign to both college and city newspaper editors, expressing the true democratic view and civil rights, be launched.

6. Telegrams and letters of protest to all public officials who have acted undemocratically towards the students who have participated in the recent demonstrations, be sent.

7. USNSA promulgate the establishment of May 17th as a commemorative day in support of the May 17th Supreme Court decision; the student bodies be urged to work out appropriate forms of student activities to demonstrate their support for direct non-violent action.

8. Student Governments organize fund-raising campaigns for local defense for students in the sit-ins and for scholarship aid to students expelled because of their participation in the sit-in movement. These funds should be collected from students faculty and the community.

9. Exchange programs between northern and southern colleges and universities be undertaken to effect a mutual understanding. This can be accomplished through exchange of information, personnel and cultural ideas and by actively supporting through fund-raising and by other specialized aid in a program launched by USNSA.

10. USNSA suggest to campus student governments or organizations that they inform minority group students what to do in order to eliminate discriminatory practice that otherwise might be obscured. Such information would include what to do when discrimination occurs, groups to contact for help and action to take.

11. USNSA organize summer workshops on race relations to carry out

    a. an analysis of the effects of various anti-segregation programs such as picketing, petitions and economic boycotts.
    b. a study of methods to convince prejudicial peoples of the unreasonableness of their position.
    c. an explanation of philosophy behind the principl of non-violent protest,
    d. a general plan for race relations to be distributed to all campuses.

12. USNSA use its influence to bring about group discussions and action among Negro and white students.

13. Contacts and exchange of ideas with other groups and association working in the civil rights field be established.

14. A letter campaign to national ministerial organizations urging steps to encourage ministers, expecially southern ministers, to voice support of work for integration through the means of conferences and communications, be launched.

15. USNSA endeavor to seek statements and proclamations from representative organizations in foreign countries demonstrating support for the sit-in movement and concern over the illegal actions taken against participating students.

16. Local student governments initiate community education projects. These projects should consist of paid advertisement in local newspapers and/or on local radio and television stations and as local conditions demand, include several or all of the following facts:

    1) Racial inequality is inconsistent with the concept of the universal brotherhood of man and a denial of rights granted every American citizen by our constitution.

    2) Racial inequality in our country affords Communism one of its most effective weapons.

    3. Racial inequality hurts all of us because a society in which opportunity is based on color or creed is less dynamic and progressive than one in which opportunity is afforded according to merit.

NATIONAL STUDENT CONFERENCE ON THE SIT-IN MOVEMENT

Summary of the Speech by James Alrutz, President, Methodist Student Movement
Atlanta, Georgia

Mr. Alrutz stated that segregation is a matter of economics and tradition. The white people of the South feel that it is to their advantage to have the Negroes segregated so that they can exploit them. Does the Negro have enough buying power to change this situation?

Mr. Alrutz stated that the sit-ins have made the white man really question the relationship between the Negro and himself. Mr. Alrutz believes that the sit-ins are morally right. However, there one weakness seems to be a possibility of violence.

Mr. Alrutz stressed the problem of lack of education. So many of the white students in the South are unaware of what is going on. We must draw out the southern white students and get them to take a stand. There is also a great need for consultation between the races, not necessarily to discusss the race problem but just to get together.

Mr. Alrutz ended by saying that we, as students, are on the cutting edge of an axe, and we must chop down this old tree, and when it falls, we must plant the new tree an this new tree should be one of education.

NATIONAL STUDENT CONFERENCE ON THE SIT-IN MOVEMENT

Summary of Speech by Reverend Wyatt Walker

Rev. Walker spoke on the particular appropriateness of the non-violent method to the aims of the sit in movement.

Non-violence, said Walker, is basically a religious and moral concept, and it is against this background that the southern sit-in movemtn has snowballed.

The choice of the non-violent movement was no accident for several reasons:

1. It is dedicated to love and compassion.

2. It embraces the idea that its alternative is far too costly and is an incorrect answer. Hatred and violence lead to self destruction as well as the destruction of the enemy. In a violent struggle one side has to be the victor and this is not the aim of the movement; they want to teach people to live together.

3. Anyone can join a non-violent movement and have a sense of belonging. It is not limted to strong healthy males.

4. It does something wholesome for the oppostion, it does not seek to destroy him but to win him.

NATIONAL STUDENT CONFERENCE ON THE SIT-IN MOVEMENT

Summary of Speech by Bernard Lee, Former Student Body President, Alabama State

In his speech, Bernard Lee summarized the events in Montgomery, Alabama.

Mr. Lee sees the sit-ins as a second major stride for freedom in Montgomery. When Montgomery students learned of the North Carolina action, they felt their hour for dynamic action had come; they felt a keen sense of responsibility to act.

On February 24, thirty students met in the home of Rev. Ralph Abernathy and decided to hold their first sit-in at the Montgomery County Court House Snack Bar.

The next day 35 young men entered the Snack Bar and ordered coffee. They were refused service, but remained in the snack bar until a police officer announced that the snack bar was closing.

The Governor ordered an investigation of the sit-in, and the following week nine students were expelled from Alabama State College as ringleaders.

The demonstrations spread to the adult community which planned a march on the capital. They were met, however, by 400 armed policemen and 5,000 white citizens.

Bernard Lee also brought a message from the students of Montgomery; excerpts follow: " We have taken up the struggle for freedom without counting the costs... we are wrestling with a spirit of wickedness in high places...We recognize our situation and nothing will deter us from the path we have decided to follow...We expect to be thrown in jail on trumped up charges, but we shall continue to protest and fight for our rights in the courts of the land and push for integration in the schools...We have the moral force of the universe on our side and we shall not fail."

NATIONAL STUDENT CONFERENCE ON THE SIT-IN MOVEMENT

Summary of the Speech by Sam Bowles, Yale University, New Haven, Connecticut

Mr. Bowles stated how concerned the students at Yale are in regard to the sit-ins. He stated that anything we can do is only a very small bit of the work that they (the students of the South) are doing.

The students at Yale, in conjunction with the divinity chapter, medical students, and the local NAACP are engaged in daily picketing of the Woolworth stores in New Haven. Mr. Bowles told us of the wonderful success of this picketing. They have made people aware that spending money in Woolworth stores is in a sense spending money for segregation. As a result, the boycotting of the stores and the fact that the majority of the people will not cross a picket line, Woolworths in New Haven is giving away free ice cream on the sidewalk to attract more customers.

The Yale University students have started campaigning in the New Haven area to bring an end to discrimination in housing.

Mr. Bowles stressed the importance of fundraising saying that we should be able to say to the Southern students that there is no bail too large and no scholarship too large that we cannot pay for you. We are a rich country, and we must make America a better place in which to live.

Mr. Bowles stated that the sit-ins have made the people of the North aware of the situation in the South and has brought the problem of discrimination to the forefront of peoples minds. Therefore the Northern people must do much more. We are relatively safe from arrests, expulsion, and bat carrying people. We are anxious to work, and therefore we MUST picket and we MUST boycott.

Mr. Bowles ended by giving thanks to the Southern students for giving us an opportunity to contribute and to share in the victory that will soon be theirs.

NATIONAL STUDENT CONFERENCE ON THE SIT-IN MOVEMENT

Complete context of the Speech by Mahendra Widjesinghe, Representative Ceylon University Students Federation, Graduate student, Trenton State College, Trenton, New Jersey

LAW AND ORDER MUST BE MAINTAINED

Over a hundred years ago, the white man of the South had the legal right to own the lives of his slaves. At that stage, it was within the legal rights of the white man to do whatever he liked with them. The slave belonged to him. So the "preservation of law and order" meant the absence of protest on the part of the Negro, the curbing of the rebellion of the slave against the angry lash of the whip that descended mercilessly upon his shoulders. To permit this state of affairs to continue uninterrupted was the maintenance of "law and order".

Then came the legislation that outlawed slavery--outlawed the ownership of human lives. This revision of the concept of law and order had to be enforced amidst severe resistance from the South. It had to be enforced by forcing arms--through the medium of a civil war!

Within the framework of this new definition of law and order, society altered its pattern of thinking. No longer was it considered proper to own the life of another, but still it was possible to consider the Negro as an inferior human being. The "master-slave" relationship that existed before was now altered to the "master-servant" relationship. Then came into being the idea of segregation, aimed at maintaining the "master-servant" relationship. By token of the acceptance of this principle as a basic axiom - the legislation that followed had the inherent task of maintaining segregated and unequal facilities for the Negro. The maintenance of this state of affairs without protest or rebellion came to be considered as the role of "law and order."

With this idea in view, the employment of the Negro came to be restricted to menial tasks. He was suitable for cleaning the streets, for cleaning the backyard, for driving the white man's truck, for polishing the white man's shoes at airports and bus terminals.

The Negro woman had become a part and parcel of the white man's institution. He could not do without his Negro cook or chambermaid--nor could the white woman maintain her home or take care of her children, dress them and feed them without the helping hand of the Negro servant. It further became a social qualification to display before callers the 'fine Negro staff' the white man had in his home. The implicit obedience of the Negro established the white man in the eyes of his counterparts.

"My nigger" was furnished with enough to ea , sufficient neat servant-uniforms to wear. So"my nigger"was contented. If naybody were to hurt "my nigger", the white man would react with indignance. As long as he remained "my nigger", all was well. To insure that "my nigger" remains "my nigger" was understood to be the maintenance of "law and order". So "my nigger" continued to be "my nigger". He traveled at the rear of the bus, traveled for many miles before he could satisfy his hunger and thirst before he set out on a journey. On the roadside, he drank at the colored water fountain, if he could find one.

"My nigger did not require any recreation. Movies, bowling bars, musical programs, athletic events, dance halls--all these "my nigger" did not need. "My nigger" was a servant--he had work to do--he was perfectly contented! Besides, the white American has a duty to preserve "law and order" and proud customs and tradition of his State!

In the urban areas, jobs were scarce for the Negro male--while the Negro female was still able to find employment in the home of the white man. With the result, the jobless, recreationless male Negro lined the streets, puffed at cigars and cigarettes, congregated in indolence. The Negro thus came to acquire this externally imposed quality of laziness. To the Northern observer and the Southern white, the Negro appeared to be a being without ambition or industry, contented to dwell in dirt and filth.

While these developments were taking place, the so-called "liberals" were toying with the idea of "separate but equal" doctrine. It found expression in making available educational opportunities to the Negro on a limited scale. Schools and universities were opened up for the benefit of the Negro. Having had none before, the Negro would certainly consider it a legacy from the generous white man. The "separate but equal" doctrine was intended to maintain the two races separate in every sphere of activity where a sense of equality might arise. "Law and order" now came to be understood as the acceptance of this doctrine by the Negro without commotion, without protest, without even vocal resistance. As long as the Negro abided by this "liberal" doctrine, he was a law-abiding citizen. The moment the Negro stepped outside the confines into which he had been thrust, he threatened the "peace of the State." It was immaterial if this disturbance of the peace actually came from the white element reacting against the protest, still the Negro had "disturbed the peace."

Although the doctrine of the separate and equal came to be enunciated with vehemence, it was preached against a background of a social attitude which still clung dearly to the concept of white supremacy. The doctrine of the "separate and equal" though promising in theory to raise the respect for the Negro, degenerated in practice to the doctrine of the "separate and unequal."

If the "separate and equal" doctrine were to be implemented with even a measure of partial justice, it would entail the duplication of every facility, which is economically unfeasible in a bi-racial society, where one race is in the majority. The "separate and equal" doctrine must at its best only yield to the availability of facilities in proportion to the number of people in a particular race.

But the individual Negro who searches downtown for aplace to eat doesnot have a hunger proportional to the fraction that his race represents in the community, nor is his thirst proportional to the insignificant number of Negro restaurants.

The Negro enters a commercial areanot as a race, but as an individual. It is the failure to treat the Negro under any circumstances as an individual, but always the representative of face, however, qualified and culturally advanced he may be, that is at the root of segregation.

There is an unfounded fear in the mind of the Southern white man, that to lay open channels of communication is to force a merger between the uneducated section of the Negroes and the educated white man. The white man shuns the prospect of an interaction of two cultural levels which are at two different stages of development.

Here it is important to point out that the Negro at the moment is not asking for a merger between the Negro workmen and the white professor. Nor ishe asking for free association between the Negro professor and the white workman. He isonly asking that the Negro college student be granted the right to mix with the white college student, the Negro professor with the white professor, the Negro businessman with the white businessman, the Negro musician with the white musician, the Negro politician with the white politician, and the white farmhand with the Negro farmhand.

Thus, the Negro is purely asking for the removal of the artificial division by virtue of faces and the freedom for the evolution of the natural group division on the basis of interests and cultural compatibility.

When the fundamental order of a society is dedicated to the practice and preservation of the immoral exiom of segregation, every law enacted with the view to the enforcement of that axiom, must be inherently immoral.

Hence, to protest against the immorality of that axiom within the framework of the laws that are its by-products has been proven again and again to be a hopeless task.

In a democratically constituted state, it is possible to expect the legislation that results from that state to be consistent with the ideaof ethical soundness. However, considering the nature of the restrictive legislation which prevents Negroesfrom registering for voting, it has to be recognized that the minority view-point isnot represented in the state legislature. Thereby, the Negro is denied the basic privilege of affecting the necessary changes in the law itself.

The Negro is, therefore, left with only the ethical soundnessof the American Constitution and the federal law to back him up in his struggle for equality, justice, dignity, and respect. However, he has to contend with the dogmatic refusal of the white Southerners to accept the rights and principles declared available to the American citizen, be he Negro or white, in the spirit of democracy inculcated in the American Constitution.

It stands to reason under the circumstances that it is not important to uphold and observe the law purely because it is a law of the state, rather to obey and respect only such laws that are consistent with the ideaof justice.

It is, therefore, the duty of every ethically matured person to refute every immoral law with all the power that he can command, provided he does so in an orderly fashion.

It is important, however, to maintain that the means adopted in the refutation of the unjust laws be consistent with morality and sound principles.

What, then, are the means which may not be legal, but still be ethical and moral? What, then, are the only avenues of approach open to a minority effectively screened out justice in a legal framework, by an incomparable majority?

Functioning under a similar dilemma, the Indians struggled for many years against the British in vain search for a solution. To resolve the problem and provide the oppressed Indians with apotent and powerful tool came Mahatma Gandhi on the scene of the conflict.

# NONVIOLENT RESISTANCE MOVEMENT

Between human beings as individuals there has existed from eternity, the greatest blessing of mankind--love. Under acts of love, the forces of evil can be ultimately compelled to yield.

Gandhi's intention was to lift the great power of love from the plane of individual affairs to national affairs--to lift it from the plane of domestic to the political--and by so, lifting it to mobilize an entire race, a community, or a people of a nation, into a course of action that would be ethically sound and contain no contradictions. It is to be recognized that an act of love pitted against an unjust law will ultimately result in heaping innumerable sufferings upon the possessor of love and then by the force of these sufferings, it would be possible to appeal to the essential goodness recumbent in the heart of the oppressor.

The practical maxim of the theory of nonviolent resistance can be summer up as follows: "To grant the freedom for the oppressor to increase his oppression is to strengthen the cause of the oppressed." Substantiation of this principle is to be found in all religions. It is to be found in Christianity, in the Sermon on the Mount and the direct command of the Lord to "turn the other cheek;" it is to be found in the tenets of Buddhism, enunciated as the doctrine of Maitrya. It is to be found in Hinduism enunciated as the doctrine of Ahinsa. It is also to be found in Islam in the idea of brotherhood. It is contained, too, in Judaism as has been reflected in the Old Testament.

This concept, then, that appears to be auniversal concept, appeared to Gandhi to be the moral imperative against which the forces of evil had no protection.

Today we see the reflections of this same doctrine being applied in the nonviolent, sit-down movement, by students under the inspiration and guidance of Dr. Martin Luther King, Jr.

As a precedent to this movement was the famous bus boycott in Montgomery, Alabama. The individual has the right to decide whether or not he should patronize a public transportation system which practices the unjust system of segregation. Dr. King's appeal was directed to those people who did not want to see an unjust system of operation in existence, to refrain from traveling on the bus services on the principle that by so doing, they collaborate withe the immorality of the system. The individuals who held this view, therefore, took the prerogative of boycotting the bus transport system. The result was the removal of the segregation law in the sphere of busses. The means adopted were ethically sound insofar as there was no intimidation of the public, but, on the contrary, it was a rational appeal to the forces of good in man to put out of business the forces of injustice.

It is the same principle that underlies the demonstrations and boycotts of stores that practice segregation. The sympathizers toward the cause are, as it has been seen, a minority at the moment, but still it is asignificant enough minority to make the difference between profit and loss. In Dr. King's own words, these demonstrations and picketingsare intended to "dramatize the issue" in order "to awaken the dozing conscience of our white brothers."

For generations, the white men of the South have been functioning on the theory that the Negro is satisfied with what has been meted out to him, as concessions for good service to the white master. The issue is, therefore, raised in this dramatic fashion with compelling insistence in order to dispell this myth that has impregnated our society.

It is intended further to awaken the congressmen and the senators of the White House into astrong realization of the contradictions in the society in which they live. Whereas the average liberal-minded person hashitherto been contented with the statement that the problem is solving itself slowly but surely as a natural evolution, this attempt is directed towards emphasizing and informing those liberal-minded people of the pain, the agony and the frustration of a piecemeal solution. It is further to remind that in the context of a slow solution, millions of Negro people of the present day are daily undergoing the indignities and the deprivations which are heap ed on them by token of the color of their skin. It is important to recognize that each individual of the present generation holds the same potential and worth in this society in this present day asthe generations that will be born in the future. The movement is intended to emphasize that the present generation isconscious of the contribution that it can make in the progress of the country but is held back by the denial of the chance to exercise its rights and privileges.

In answer to the liberal person who has been spending his energy with conscientious dedication to arrange for bi-racial meeting and to solve the problem on the quiet, the movement recognizes that the present social structure and the restrictions on such meetings imposed by a stern society which is a victim of a gruesome tradition prevent the effective functioning of even such endeavors. This movement is, therefore, directed toward providing a legislative framework within which even the slower process of bi-racial meeting could take place.

It has to be recognized that it is difficult under the present circumstances to effect a complete social change as long as the repressive legislation exists.

It is, therefore, the intention of this movement to call upon the law-makers of this nation to institute an equality of justice within the framework of which the more gradual process of maintaining good relations could be established with greater intensity.

To revert to the principle underlying the sit-in movement at lunch counters in Tennessee, North Carolina, South Carolina, Florida, Alabama and Georgia, it has to be realized that the clamor of the student is not for a "hamburger" but has a deeper purpose--a demand for respect and human dignity.

It is easy to understand why the segregationist insistently refuses the demands for integrated eating facilities, because to do so is to rupture the servant-master relationship and is tantamount to a recognition of the Negro as an equal. Further, it provides a channel of communication between the two races on the basis of social equality. Hitherto the channel of communication that has existed between the Negro and the white has been founded on the forced acceptance by the Negro of the supremacy of the white man. Integrated eating facilities are then the opening up of achannel of communication on a higherplane - a privilege that the white man dogmatically denies.

NATIONAL STUDENT CONFERENCE ON THE SIT-IN MOVEMENT

Speech by Mr Allard Lowenstein - President USNSA 1950-1951 April 22, 1960

Mr. Lowenstein opened by stating that the world is "stacked," that it is "leaning" in a definite direction. The combined influences of science and religious are working together to bring widely distant areas of the world closer and closer together.

As for the sit-in movement in the South, this is an indication that the American people, or at least a segment of it, have joined the avant garde, the Negro student, in the struggle for equality.

Mr. Lowenstein then went on to cite a quotation which indicated that it would be one thing for an individual to be patient and forgiving when submitted to indignities himself. However, to be patient and forgiving when others are submitted to indignities is not justified. This then, is no time to sit back and forgive those who uphold segregation.

It was then stated that the sit-in movement has captured the imagination of many and that as it is not an isolated sort of thing, it will not die. To keep the movement alive, then it is important that we do not maintain that what happens in the South is not our business, simply because we do not happen to live in that section of the country. Furthermore we must all do our part to meet the local challenge which is everyone's concern everywhere.

Mr. Lowenstein then went on to mention instances in which the US Government had officially protested suppression in other areas of the world as in Korea, South Africa, or the example of Chinese treatment of Tibetians. Given these protests on our part, we must then try to understand why the world reacts in the presence

of the segregation and sit-in situation in the South.

The role of the northern student was then mentioned specifically. Mr. Lowenstein stressed that it is far easier to be a student in the north who supports the sit-in movement in as much as their is little possibility of facing jail. The only loss is apt to be one of time and perhaps money, both of which the speaker felt northern students would be willing to sustain.

Commenting more generally, the speaker went on to say that the time has come to sit-in rather than to sit out. The consequences of the movement will be troubling but hopefully will also will lead to penetrating thinking and discussion in efforts to establish a raison d'etre. It is much better to exist in a troubled atmosphere where attempts are being made to overcome difficulties than to live in "overfed complacency." In the case of the former, our consciences will cheer us.

Mr. Lowenstein closed with the remark that it is now not so important to convert others as to decide how to implement our own convictions Hopefully, others will then follow by example.

NATIONAL STUDENT CONFERENCE ON THE SIT-IN MOVEMENT

Speech by Mr. Curtis Gans - National Affairs Vice President USNSA, 1959-1960

April 23, 1960

Mr. Gans opened by stating that he wondered whether the four freshmen in Greensboro who participated on February 1, 1960, in a sit-in which lasted until the store was closed, realized what they were starting, that they were in effect mobilizing a revolution in the North, in the South and in the student community.

It was then stated by the speaker that in an interview with reporters, they had chosen to emphasize all the negative aspects of the sit-in movement thus far. Mr. Gans want on to stress the positive aspects instead. In the border states, the Negroes have commanded such respect in their struggle for equality that the effort to obtain justice has become a community one rather than one of either white individuals or Negroes. In the North, there are many positive aspects to the sit-in movement. There have been demonstrations, telegrams have been sent, thousands of dollars have been collected and finally, the stereo-type of the American student who is lethargic and complacent and who piles into telephone booths, has been changed. It has been demonstrated that the American student can also be serious minded and be mobilized to take a stand.

As for the nature of the sit-in movement, it can be characterized in several ways. It is non-violent and it is spontaneous, manifesting a passionate love for justice and equality and a love for the America of which the Negro is a part and from

which he has so long been disenfranchised.

Mr. Gans then went on to cite the example of the student in Little Rock whose parents asked him to finish school, to respect all the sacrifices which they had made for him and to avoid getting jailed as a result of participation in the sit-in movement. His answer had been that unless he could enjoy equal opportunity his education could never be put to use and was worth little.

It was then stated that at this mid-stream point in the sit-in movement, it is the national responsibility to sustain the South, to give support so that those who have been jailed or expelled will not have been so in vain. There can be no truce with honor and there can be at best, victory.

In the meeting in Raleigh to formulate plans for the future, a song was made up which contained the line, "We shall overcome, we shall overcome, we shall overcome someday." To accomplish this however, support is needed. As as been mentioned there have been pickets, letters, and funds have been raised. Now the question is to how to continue. The four freshmen in Greensboro started something which we must complete, not because we can sympathize with southern students and not because of the gross injustices witnessed but because of a commitment to equality and justice. We must manifest our concern on all levels. We all have the responsibility to resolve the dilemma of the lack of human dignity, inequality and injustice as it now exists. It is up to us to create a system in which judgement is made soley on the basis of merit.

Mr. Gans closed by asking if students in the South risk their lives, futures and educations, can we be content with doing one iota less?

NATIONAL STUDENT CONFERENCE ON THE SIT-IN MOVEMENT

Summary of Speech by Rolf Kjolseth, University of Colorado, Sociology Dept.

Student initiative regarding the problems of our time has finally become a reality. Best sellers written citing apathy as the stereotype of the students of this generation must now be reevaluated.

This dynamic change of events could not have been predicted a year ago, for there was little tradition which would have led one to anticipate such action or the further support which it has precipitated.

The meaning of the Sit-Ins is not simply the most desirable place to have a cup of coffee, but the concern of citizens with their guaruateed civil rights. Dime stores are the vehicle which are turning attention to the moral issue of equality of opportunity. American student citizens are drawing attention to the necessity for equality in the implementation of the law.

Northern students owe a great debt to the southern students for dramatically articulating this issue in all of its magnitude. It is not a new issue, but it is the southern students who have brought it to the forefront.

I turn now to the action which has beentaken at the University of Colorado as illustrative of the type of thing which is being done in the north.

There had been a quasi awareness of the situation before the end of February, but it was on February 28 when Colorado received information from the United States National Student Association that students there had their first opportunity to do something in support of the sit-ins in conjunction with other northern students.

Many students worked all that night making signs for the next day's picket. The Colorado Daily ( student newspaper ) gave the story front page coverage. The next day many students joined in the picket lines - most participating in a picket for the first time in their lives.

Letters and telegrams of support were sent to southern students and senators. But the students wanted to do something wich would give them a greater sense of participation. Thus they started raising funds. $100 was sent to Montgomery Alabama. The NAACP began soliciting funds and $220 was sent to NSA's Fund.

Picketing, of course, is the most direct form of involvement possible in the north and 11 student organizations at Colorado have formally sanctioned the picket lines and each contributes personnel to pickets held every Saturday from 9 - 5. The ninth such picket is going on right now.

Pickets perfomr an educational function too. The participants hand out pamphlets. This is a very vital part of the procedure, for many people had no conception of how a boycott in Colorado could effect a national chain store.

One very natural phenomena which has occurred in relation to the press, and is just as true in the south as the north, is often overlooked. Manay people say that the movement is dying out, because they are reading less and less about it in the newspapers. What they are overlooking is that it is not the movement which is fading, but merely the press coverage. The first few sit-ins and pickets were news, now they are becoming

(Over)

so commonplace as to be routine. Therefore, they are no longer news, so they are not given the coverage they originally were.

Editorial response in the Boulder papers was negative at first, because this was a protest movement in a city which did not like disturbances of the status quo. To Boulder, an essentially middle class city, pickets conjured up images of labor and strife.

The Colorado Daily supported the movement however. A poll of the facutly taken by the Daily showed an overwhelming majority in favor of active student participation in the movement. A student poll brought similar resuls. Letters to the editor, however, which appear daily, have expressed every conceivable opinion.

The Associated Students of Colorado, after having sent a $100 check to Montgomery, withdrew its support. Fortunately however, this only served to strengthen the movement.

The problem facing the students in Colorado now is widespread in the north; it is the need for a definition of the situation for northerners. They will continue the pickets with this in mind. Three ministers are in the picket line today and tomorrow they will speak to the congregations on the motivation of their actions.

In May, the ministers of Boulder will meet to decide what action they will take from then on. It is the hope of many at Colorado that this will result in a picket line composed entirely of ministers.

If the movement is to continue in an effective manner, efforts must be made toward involving civic groups in the community. Student leaders are now beginning to work with community leaders, thus taking advantage of a potential which has long lain dormant.

The sit-ins have done another important thing. They have increased the concern in local areas. People are now examining their own backyards. In Colorado it has led to a concern with the Spanish American problem. NAACP membership has doubled. The citizens of Boulder are asking picketers what they are doing there when they discriminate in their own fraternities.

And a number of questions are now being heard on the campus which were not heard a year ago.

What is the social responsibility of business?
What is the role of the student?
What does it mean to get an education?
What constitutes democratic responsibility for an individual?

NATIONAL STUDENT CONFERENCE ON THE SIT-IN MOVEMENT

Summary of Speech by Al Rozier, North Carolina Agricultural & Technical College

In his speech, Al Rozier summed up the events to date in Greensboro, North Carolina.

On February 1, four freshmen at North Carolina Agricultural and Technical College held the first sit-down at a chain variety store in downtown Greensboro. They entered the store at 4:30, were refused service and sat there till the store closed at 5:30

They returned the next day for a longer period and from that day on the counters were always filled.

When the four freshmen realized the potential of the movement, they went to senior student leaders for direction.

On Wednesday, the presidents of the four Greensboro colleges, North Carolina A& T Greensboro College, University of North Carolina Womens College and Bennett, met with the store managers. Later in the week they called in the student leaders and asked that they call off the demonstrations. The students refused and went out to continue demonstrating.

By Saturday of that week the lunch counters of Woolworths and Kress were crowded with about 200 studnets. That day both stores closed when a bomb threat was received.

On Sunday the demonstrations were called off for two weeks and discussions were held. Students met with a city councilman who said the mayor was forming an advisory committee. The committee worked for three weeks and compiled 2300 letters on the question, 72.8% of which were in favor of integration. The city did not take any action as a result of the letters however, because they felt the thing had become a national issue and change in just Greensboro would not be very effective.

The students returned to their picketing. They were now picketing at about 12 stores.

Just before Easter, two stores, The Elmstreet Pharmacy and a variety store , began serving Negrcs

The group now feels it is important to concentrate on the smaller local stores.

NATIONAL STUDENT CONFERENCE ON THE SIT-IN MOVEMENT

Excerpts of the speech by Max Heinrich of the American Friends' Service Committee, Washington, D.C., April 22, 1960

If you asked me to pick the three events in the last six years that will have the greatest influence on the future of race relations in the South, I would pick these: 1) the 1954 Supreme Court Decision, 2) the Montgomery Bus Protest of 1956-57 and 3) the Student Sit-ins of 1960. Change was inevitable. It could have occured in many forms. We are fortunate that these three events, which form an emerging pattern, have provided so creative direction in which it can occur.

I have been asked to analyze sit-in developments in the border and moderate states of the South; i.e., Virginia, North Carolina, most of Tennessee, Texas and Oklahoma, parts of Florida plus Kentucky, West Virginia, and Maryland. I have been asked to discuss reactions to the movement, progress to date, and possibilities for the future.

The movement says at least the following: "We are not happy with things as they are." Second, it says, "The movement toward change is much too slow." Third, it says, "Your impression of us is false," which it says by its self-restraint, personal courage and by the intelligence with which tactics have been spontaneously planned. The movement has also said that of equal importance to the right to eat is the right to eat in DIGNITY. It has said to Negro leadership, "We will follow only if you lead at our pace," and has said clearly to liberal whites, "We are capable of planning our own movements, deciding on timing and events. We welcome you as fellow-participants, but not as our guides." It has said to religious persons of the Southern White community, "It is time to face the moral contradictions of the old patterns." Not one of these messages is new. What IS new is the clarity with which they are being communicated.

One cannot talk of "THE reaction" of the Southern community, for the Southern community is not a unified whole. The following are reactions of different groups, as I have seen them. Leaders from the Negro community who so often have supported the status quo for reasons of their own security, are taking public stands which would have been unimaginable only last fall. Administration and faculty members in some State schools have defended students when they were attacked by high politicians. In a few communities, dignified leaders in the Negro community have even joined the picket lines as fellow-participants. There has been a new unity emerging. The Negro community-at-large has also shared this sense of excitement and has sought ways to register support.

Reactions within the White community have been much more varied. In many towns there has been wide-apread support from church groups and university professors, as well as from the human relations organizations of various communities. The newspapers in several towns have reported events in sympathetic light and have supported students editorially. There has been a noticeably greater willingness on the part of community leaders to sit down with Negroes and talk about the grievances which exist. In other cases the response has been much more neutral, but the present willingness to negotiate is a new element in the picture.

For years most Southern towns officially pretended that integration tensions did not exist, or at least did not have to be officially recognized in their communities. This is now past. Many communities have appointed Mayors' Advisory Committees on Human Relations to try to deal with the problem, and some are permanent committees to deal with problems that may arise later. This is not to suggest that responses from White leadership have been uniformly hopeful, but to suggest that there has been improvement, although there is no united political front, either at the regional, state or city levels.

Some groups have been quite outspoken in opposition to the movement. Very few organizations have spoken out against it, although the citizens' councils and States Rights groups have spoken up. In many cities "Black Jacket Boys" are creating anew spiritual problem for the student movement, and a problem arises of how to avoid becoming a part of the superiority pattern, so that WE look down on those who disagree with us, or at best, pity them. But, what about the white man-in-the-street? This is the hardest question to answer. He is not articulate and what he says now and what he will do later may be quite different. Out of their worries emerge two things: first and most basic is an inability to see Negroes as individual human beings rather than seeing each Negro person as a representative of a species, and second, the question of why anyone would want to "push himself in where he is not wanted." Many white persons, not having ever been denied dignified treatment by the community, do not understand the importance of eating in DIGNITY. This will probably be the crux of communication problems for the future.

An additional problem bothers some persons: the use of the economic boycott. Some people condemn this as unfair punishment of an innocent "fall guy." They usually do not comment on the long-standing boycott against Negroes in termsof job limitations, housing segregation, etc. Others grant this point, but say that "Two wrongs don't make a right." Still a third group of observers see this technique as essentially "amoral." Another group maintains that co-ercion by any side is open to moral judgement, but suggest that withdrawal of economic support, if coupled with personal persuasion efforts, might be transformed into creative encounter. Whatever one's position, this clearly is amoral problem with which supporters of the movement will have to deal increasingly in the future.

Specific progress which has been made to date can be summed up under four major headings: specific progress toward desegretation of facilities in a number of communities, the establishment of Mayors' Committees on Human Relations (which represent the first official recognition in recent years that racial grievances should be dealt with directly by city governments, the arousal of dormant consciences in both the Negro and white communities of the South--and also of the North. The fourth area of accomplishment concerns what hashappened to students themselves as they have discovered a new measure of dignity, independence and self-respect. They are BEING, today, what others have hoped to become. If nothing more came from the movement than this, it would be worth all of the effort.

The future depends upon the persistence, the wisdom and determination of the demonstrators. In several communities there is evidence of a potential which may move non-violence beyond "resistance" into creative love, transforming relationships and not just rearranging them. A sense of inner freedom and security to say, with conviction, "I am no better and no worse, than any other man" can transform because it responds to that of God within each man--to that which will not let us accept immoral practices, but which will let us accept one another as brothers and live as such until it becomes a reality. The real future of the movement will hinge on whether the demonstrators--whether in the South or in the North--can find ways to move beyond a protest movement and into an affirmation.

NATIONAL STUDENT CONFERENCE ON THE SIT-IN MOVEMENT

Summary of the Speech by Warren Wickersham, President Men's Student Association
Duke University, Durham, North Carolina

Mr. Wickersham stated that Segregation is the Negroes burden and America's shame. The students have demonstrated in the most suitable way, that of non-violence.

We have not reached the point, as yet, where we can dictate to the store owners who their customers should be. However, the situation where a store owner has all his facilities except one opened to Negroes should be avoided. If these owners can open 49 counters to the Negro then why not 50.

The sit-in movement is not only for service at a lunch counter, but it is to make others aware that the Negro people are not second class citizens and do not want to be treated as such.

Mr. Wickersham also stated that those people who discriminate and encourage segregation may find themselves winning the battle but losing the war. He stated that the tension is not between blacks and whites but between equality and unequality, justice and injustice.

Mr. Wickersham feels that there should be a minimum of sit-in demonstrations especially in those areas where contention is strong and there is obvious provokeness which might lead to violence. Mr. Wickersham made a plea for moderation in all respects.

NATIONAL STUDENT CONFERENCE ON THE SIT-IN MOVEMENT

Summary of the speech by Mr. Paul Rilling - Southern Regional Council

Mr. Rilling commented that the sit-in movement has dramatized a situation which is of national concern, a situation which needs discussion and consideration. The national student movement can do much to stimulate public opinion to awareness. Previously students have been mentioned as being complacent and apathetic. In the face of the sit-in movement, some adjustment must be made in this characterization. A new dimension has appeared in the struggle for equal rights. No one would expect this to have come from the complacent students.

The demonstrations have taken almost a bewildering variety, utilizing legal measures, appealing to people's conscience and finally, utilizing the economic boycott, all of which was very bewildering to any news analysts who are endeavoring to unearth an over-all coordinating body.

Mr. Rilling then went on to state that the sit-in movement has dramatized students' impatience, it strengthened the morale of all individuals engaged in the fight for human rights and dignity and finally, it has succeeded in stirring a sitution which seemed congealed.

The speaker then went on to point out that he did not feel quite as optimistic as other speakers concerning the effectiveness of the sit-ins. Other speaker had not included the "hard-core" South in their remarks. It is in this area that the break-through has not been so successful. In instances, adverse reaction has arisen. New laws have been created, for example, to punish trespassers or so-called trespassers. Little sympathy has been shown by the press or in religiously affiliated groups. Store owners have refused to assume responsibility for local "custom."

However, it was also stated that the importance of the sit-in movement cannot be measured in terms of its immediate success. It is very important that two facts have been illustrated: the serious frustration of Negroes in a segregation situation and segregation cannot be maintained by force.

As for the northern student, without clear channels for action he also experiences a sense of frustration. One of his most important roles is interpretation of the situation to national public opinion. With an issue which is often obscured by legalities and which has not yet been clearified by any Supreme Court decision, the sit-in movement is in constant need of discussion and being kept in the mind of the public.

Mr. Rilling also emphasized that it was of utmost importance to make the sit-in movement a truly national one. It was pointed out that segregationists gain much comfort from the manifestation of segregation or indecision in any other area. It can then be claimed that anti-segregationists are really hypocritical and insincere.

It was also pointed out that the sit-in must not be an end in itself. However, the movement has already made contributions.

Mr. Rilling closed by posing questions as to what would happen to the sit-in movement during the summer when students were not in school. How could the movement retain its spontaneity? The speaker terminated on an optimistic note, stating his confidence in the increasing strength and significance of the sit-in movement.

# To Woolworth's

## *Petition and Pledge*

WE the undersigned, condemn your policy of refusing service in your Southern branches to Negro people on an equal basis with white. Students engaging in peaceful demonstrations for dignity and equality of treatment have been violently dispersed and arrested by police.

We, on our part, serve notice that we pledge not to buy from your store until your Jim Crow policies are completely abandoned.

A. PHILIP RANDOLPH
FATHER GEORGE B. FORD
CLEVELAND ROBINSON

REV. MARTIN LUTHER KING
REV. HARRY EMERSON FOSDICK
RABBI EDWARD E. KLEIN
BERNARD LEE

REV. THOMAS KILGORE
MORRIS IUSHEWITZ
NORMAN THOMAS

| NAME | ADDRESS | CITY & STATE |
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| 1) | | |
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Sponsored by: SOUTHERN CHRISTIAN LEADERSHIP CONFERENCE
208 Auburn Avenue, N.E., Atlanta, Georgia

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NATIONAL STUDENT CONFERENCE
ON THE SIT-IN MOVEMENT

GENERAL INFORMATION

1. Accomodations

Every official delegate has a room reservation for Friday night, April 22 at the Sheraton-Park Hotel. If you wish to stay Saturday night also you must tell the hotel before 9 a.m., Saturday, April 23. The rates for April 23 will be as follows:

| | | |
|---|---|---|
| triple or quadruple | - | $ 4.25 per person |
| double | - | 6.00 per person |
| single | - | 8.00 per person |

Those who are not going to stay overnight on April 23 must have baggage out of their rooms before going to Saturday morning session since there will not be any other time during the day to check out. Baggage must be checked at the hotel for the day.

Observers are responsible for their complete reservations.

2. Transportation to and from Hotel and Church

It is an easy 15 minute walk or, if you prefer to ride, taxies or bus-street cars are available.
Bus-Street car connections from Hotel to Church are:
streetcar to Calvert and Columbia,
bus from there to 16th and Harvard Streets; reverse order for return.

3. Restaurants

There are many dining facilities available within two or three blocks. Major areas of concentration are 16th Street (hotel dining rooms) and Columbia and 14 Streets (regular restaurants of varying prices).

IF YOU HAVE ANY QUESTIONS ABOUT THESE OR OTHER POINTS contact:

Registration Desk - Pierce Hall
Information Table - Harvard Street entrance
Secretariate - 2nd Floor, Education Wing
any staff member

AGENDA FOR NATIONAL STUDENT CONFERENCE
ON THE SIT-IN MOVEMENT

FRIDAY, APRIL 22

9 a.m. - 7 p.m. - Registration - Pierce Hall

7 p.m. - 10 p.m. - General Session - Auditorium
"The Southern Movement in Perspective"

Welcome - Donald Hoffman, President, USNSA

Albert Rozier - Editor, North Carolina A & T Register, North Carolina A & T College, Greensboro, North Carolina

Bernard Lee - President, Student Movement, Alabama State College, Montgomery, Alabama

The Rev. James Lawson - Southern Regional Secretary, Fellowship of Reconciliation, Nashville, Tennessee

Warren Wickersham - President, Men's Student Association, - 1959-60, Duke University, Durham, North Carolina

James Alrutz - President, Methodist Student Movement, Atlanta, Georgia

Mahendra Widjesinghe - Representative Ceylon University Students Federation, Graduate Student, Trenton State College, Trenton, New Jersey

Max Heirich - American Friends Service Committee, Southeastern Regional Office, High Point, North Carolina

Paul Rilling - Field Director, Southern Regional Council, Atlanta, Georgia

Allard Lowenstein - President, USNSA, 1950-51

10 p.m. - 11 p.m. - Reception - Pierce Hall

# AGENDA FOR NATIONAL STUDENT CONFERENCE ON THE SIT-IN MOVEMENT

| | | |
|---|---|---|
| 9 a.m. - 10:30 a.m. | - | General Session - Auditorium<br>"Northern Supporting Action" |
| Rolf Kjolseth | - | Graduate School, University of Colorado, Boulder, Colorado |
| Sam Bowles | - | Student, Yale University, New Haven, Connecticut |
| Curtis B. Gans | - | National Affairs, Vice President, United States National Student Association, Philadelphia, Pennsylvania |
| 11 a.m. - 12 noon | - | Discussion Groups - see Location sheet for rooms |
| 12 noon - 1:30 P.M. | - | Lunch |
| 1:30 - 3:30 p.m. | - | Discussion Groups |
| 4 - 6 p.m. | - | General Session - Auditorium<br>"Consideration of Discussion Group Recommendations" |
| 6 - 7:30 p.m. | - | Dinner |
| 7:30 p.m. | - | General Session<br>"Action on Discussion Group Recommendations" |

RULES FOR THE NATIONAL STUDENT CONFERENCE ON THE SIT-IN MOVEMENT

I. Quorum

A. One-half of those delegates registered and present at the Conference will constitute a quorum for General Sessions.

B. The chairman will direct a quorum be counted upon a motion seconded by 60 delegates.

II. Voting Privileges

A. Voting privileges shall include the right to cast a ballot and to make or second motions.

B. Only Official Delegates will have voting privileges in all General Sessions.

C. All ballots will be by show of Delegate Badges, except during roll call votes, when the Chairman will poll each section of the auditorium separately.

D. Voting privileges may be transferred by an Official Delegate to an alternate from his delegation, if the alternate uses the Delegate's card, and if the Delegate absents himself from the General Session.

E. A roll call vote may be requested on a motion seconded by sixty delegates.

III. Speaking privileges

A. Speaking privileges shall include the right to speak and raise parliamentary points in all sessions.

B. Delegates, Staff, and Observers will have speaking privileges in discussion groups, and Delegates and Conference Staff only will have speaking privileges in General Sessions.

C. Observers may obtain speaking privileges in Legislative General Sessions by consent of 2/3 of the delegates.

IV. Officers of the Conference

A. The President of the United States National Student Association shall be the permanent chairman of all General Sessions.

B. The chairman may appoint his Parliamentarian, subject to the disapproval of 2/3 of the delegates at the session.

C. The chairman may appoint as Temporary Chairman any Delegate or Staff Member, subject to the disapproval of the 2/3 of the delegates at the plenary.

V. Agenda

A. Each Discussion Leader will select one person from his discussion group to serve as Styles Committee representative.

RULES FOR THE NATIONAL STUDENT CONFERENCE ON THE SIT-IN MOVEMENT (CONT'D)

The Styles Committee consisting of the representatives from each Discussion Group will meet between Discussi on Group Sessions, and between Discussion Groups and General Sessions to stylize resolutions and to set an order of priority for discussion of resolutions.

B. The Styles Committee will elect its Chairman, who will present to the General Session the order of priorities as an agenda, subject to the approval of a majority of the body.

C. Only Official Delegates may serve on the Styles Committee.

VI. Consideration of Resolutions

A. Main motions and motions to amend not considered in discussion groups can be made from the floor if 60 Delegates will second the motion. All motions must be presented in writing to the Chair. The maker of the motion has one minute to explain his motion before the sixty seconds are called for.

B. No speaker shall have the floor at any one time for a period in excess of one-fourth the total time allotted for debate or three minutes, whichever is greater on the issue at hand.

C. The Chair will set a time limit for overall debate on any motion subject to the disapproval of two-thirds of the body.

D. The Chair will endeavor to alternate speakers so that there are two for and against the motion in alternating order.

E. If there is any objection to a motion to close debate before there have been at least two speakers for and two speakers against the motion before the body, the motion to close debate cannot be entertained.

VII General Provisions

A. All Delegates will sit with their Discussion Group in General Sessions in the section reserved for them and will use only the microphone designated for their Discussion Group. All speakers must be cleared through the microphone monitor.

B. There shall be no more than three persons at any one microphone.

C. Any material may be freely distributed at the conference provided it bears the stamp, "This material was not prepared by the United States National Student Association; nor do the views presented necessarily represent the views of the National Student Congress." All material found not bearing this stamp will be destroyed.

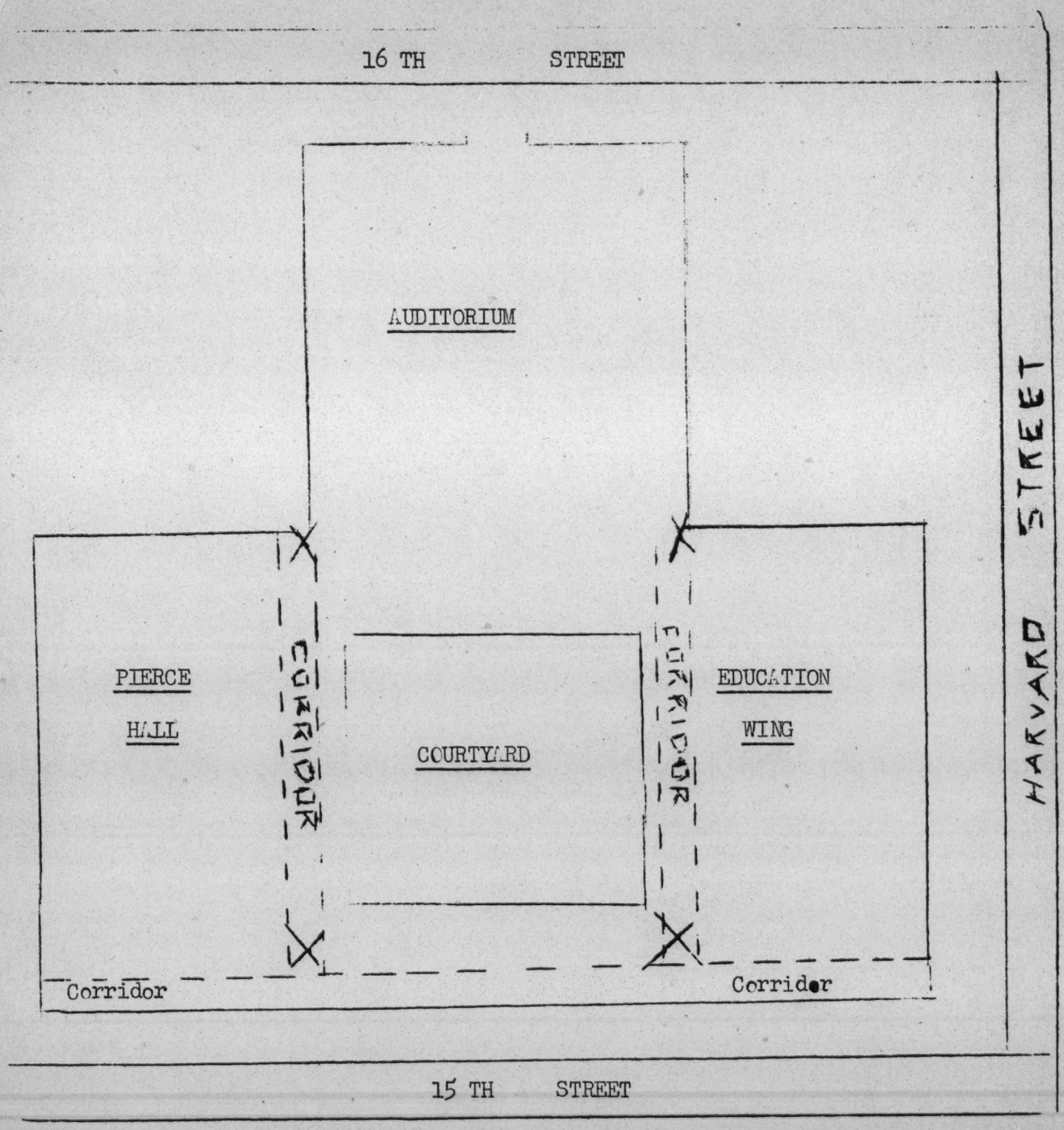
D. These rules shall be adopted by a majority vote of Delegates of General Session and may be subsequently amended by a 2/3 vote of the Delegates of the General Session.

E. These rules are considered supplementary to the basic rules of the Conference which are contained in Robert's Rules of Order. In case of conflict, however, these rules supercede Robert's Rules of Order.

DISCUSSION GROUP ROOMS AND LOCATION

| ROOM | DISCUSSION GROUP NUMBER | LOCATION |
|---|---|---|
| Alliance | 1 | 2nd Floor, Education Wing |
| Tupper | 2 | 2nd Floor, Education Wing |
| Library | 3 | 1st Floor, Education Wing |
| Reception | 4 | 1st Floor, Education Wing |
| Pierce Hall | 5 & 6 | Pierce Hall |
| Dining Room | 7 & 8 | basement under Pierce Hall |
| Auditorium | 9, 10, 11, 12, 13, 14 | Auditorium |
| Gymnasium | 15 | basement, under Auditorium |
| Classroom A | 16 | basement, Education Wing |
| Classroom B | 17 | basement, Education Wing |
| Classroom C | 18 | basement, Education Wing |
| Classroom D | 19 | basement, Education Wing |
| Portico | 20 | Courtyard, Education Wing |

LAYOUT OF MAIN FLOOR OF ALL SOULS UNITARIAN CHURCH
16TH AND HARVARD STREETS, N. W.
WASHINGTON, D. C.




X = stairways

USNSA NEWS

United States National Student Association

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FOR FURTHER INFORMATION
Marion Simon
Public Relations Director

FOR RELEASE ON RECEIPT

Philadelphia, Thursday, Nov. 3 -- Officers of the United States National Student Association (USNSA) have called upon students of USNSA's 380 member campuses to join in an election day demonstration project proposed by the Southern Student Nonviolent Coordinating Committee.

The project involves student demonstrations on election day which will serve notice to both the victorious presidential candidate and the new Congress that effective civil rights action must be first on their agendas. The Southern students invited their Northern counterparts to join in a day of nation-wide demonstrations.

In a message to all USNSA member campuses, Timothy Jenkins, USNSA National Affairs Vice President, said, "The promotion of this project should be top priority in your human relations programming. Having just recently returned from a series of brief stays in Georgia, Florida, Alabama and Louisiana, I can emphatically underscore the importance of a relentless effort on behalf of all America's students to protest the political and social injustices which have become almost a casual phenomena there."

Jenkins also recommended for all USNSA member schools an "Action-Research" program to study the problems of voting rights in light of the 1959 Report of the US Commission on Civil Rights for better understanding, by students, of the problems that exist "so as to answer more specifically the question "why is there a need for such demonstrations?" .

- 30 -

USNSA is a confederation of student governments in more than 375 colleges and universities in the United States, with total enrollments exceeding 1,000,000 students. Founded in 1947, it is dedicated to the increased responsibility and participation of students in the educational, national and international communities.

President Eisenhower, in his message to the USNSA 13th National Student Congress last August, said "This Association is a working symbol of the American tradition of democracy within our student community. Its programs demonstrate a lively and responsible concern for the issues confronting our country...."

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • BAring 2-1106 • CABLE, NATSTUD - PHILADELPHIA, PA.

October 22, 1959

Mr. Paul Rilling
Virginia Council on Human Relations
Richmond, Va.

Dear Mr. Rilling:

This is just a notice of a small date change in the meeting of the Southern Project Advisory Board.

The meeting will be held as before at Atlanta University, but on December 12-13 not 14-15, in order that the meeting might be held on a weekend.

I hope this doesn't inconvenience you too greatly, and I hope you still will be able to make it.

Very truly yours,

Curtis B. Gans

Curtis B. Gans
National Affairs Vice-President

ASSOCIATED WITH: American Council on Education • International Student Conference • U. S. Commission for UNESCO • World University Service • Council on Student Travel • Young Adult Council • Nat'l Citizens Committe for UN Dev • Nat'l Scholarship Service & Fund for Negro Students

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Trenton State College

*Chairman*
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**RUTH GERI HAGY**

October 26, 1959

Mr. Curtis B. Gans
National Affairs Vice-President
United States National Student Association
3457 Chestnut Street
Philadelphia, Pennsylvania

Dear Mr. Gans:

Congratulations to the NSA on the grant from the Field Foundation. There certainly is need for work in this area with college students and you are a natural agent to carry this work forward.

I am looking forward to being related to the project effort and will be able to attend the meeting on December 12 and 13.

Sincerely,

Paul M. Rilling
Field Director

PMR/sm

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • BAring 2-1106 • CABLE, NATSTUD - PHILADELPHIA, PA.

October 19, 1959

Mr. Paul Rilling
Virginia Council on Human Relations
Richmond, Virginia

Dear Mr. Rilling:

I believe that in an earlier letter you were informed of the United States National Student Association's good fortune in receiving a grant of $60,000 from the Field Foundation for continued work in the South in the area of human relations.

Subsequent to this, Miss Constance Curry, graduate of Agnes Scott College and former travelling program specialist for the Collegiate Council for the United Nations, has accepted the position of full time program specialist during the next two years beginning December 1.

In order to plan for the next two year's activity and in order to get started on this year's work, I have tentatively scheduled a meeting of the Project Advisory Council for December 14 -15 at Atlanta College, Atlanta, Ga. Transportation will be paid for all members of the Council who attend, and I hope you will be able to come. Please let me know if the weekend selected will be convenient for you so that final arrangements may be made.

I look forward to working with you during the coming year, and I'd like to thank you for your help and assistance during the past year.

Very truly yours,

Curtis B. Gans

Curtis B. Gans
National Affairs Vice-President

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Trenton State College

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RUTH GERI HAGY

Have seen - HCB.
(Mr. Dubbs will be here Fri. afternoon, Dec. 11)

December 3, 1959

Mr. James McBride Dabbs
Rip Raps Plantation
Mayesville, South Carolina

Dear Mr. Dabbs:

Plans are progressing well for our Southern Advisory Committee Meeting December 12-13 in Atlanta, and I presume by now you have received the agenda and background material.

Reginald Green and Martha Morrison had mentioned to me the possibility of the Southern Regional Council's giving us some help in terms of office space for the Southern Project. I was wondering if this would be possible, since Miss Curry, the Project Director, will be staying in Atlanta after the meeting to start setting up an office.

Miss Curry will be arriving in Atlanta a few days before the meeting, and I thought that she might contact your office at that time to see if some arrangements could be made.

We will certainly be grateful for any help you can give us on this problem, and perhaps it can be further discussed at the Atlanta meeting. I look forward to seeing you then.

Very truly yours,

Curtis B. Gans
National Affairs Vice-President

cc: Paul Rilling

MINUTES OF THE SOUTHERN ADVISORY COMMITTEE MEETING
Atlanta University, Atlanta, Georgia
December 12-13, 1959

The meeting of the Southern Advisory Committee was begun at 2:00 P.M., December 12, in Dean Sage Hall, Atlanta University, Atlanta, Georgia. Curtis M. Gans, National Affairs Vice-President of NSA, served as chairman for the Committee.

Attending the meeting were : Reverend Will Campbell, National Council of Churches; Mr. Murray Shapiro and Mr. Arthur Levin, Anti-Defamation League; Dr. Warren Ashby, Woman's College of UNC; Mr. Max Heirich, American Friends Service Committee; Mr. James McBride Dabbs and Mr. Paul Rilling, Southern Regional Council; Mr. Herluf Jensen, National Student Christian Federation; Professor C. H. Parrish, University of Louisville; Miss Ruth Hughes, YWCA; Miss Shelby Faye Lewis, Southern University and Mr. Tony Henry, University of Texas, Southern Seminar participants; Mr. Fred Werner, Mr. Curtis Gans, Miss Martha Morrison and Mr. Charles Jones, United States National Student Association; and Miss Constance Curry, Southern Project Director.

Invited but unable to attend were: Mr. Maxwell Hahn, the Field Foundation; Mr. Ray Farabee; Dr. Rufus Clement, Atlanta University; Dr. Wallace Alston, Agnes Scott College; Father Joseph Fichter, Loyola University of the South; Dr. Benjamin Mayes, Morehouse College, Mr. Tom Hargrave and Mr. Leo Marsh, YMCA; and Miss Fran Mosier, YWCA; and Mr. Philip Des Marais, St. Mary's Dominican College.

REPORT OF THE 1959 SOUTHERN STUDENT HUMAN RELATIONS SEMINAR

Miss Martha Morrison, Assistant Director for the 1958 and 1959 Seminars, gave a brief summary report of the 1959 Seminar, based on the written report, curriculum and list of participants that had been sent to each Committee member prior to the meeting. Miss Morrison mentioned that the '59 Seminar participants were basically of a more liberal outlook than the year before and said that some participants had raised the question of having the true Southern conservative viewpoint represented either by participants or by resource people.

Miss Shelby Faye Lewis of Southern University and a participant in the '59 Seminar gave her own personal evaluation of the Seminar. She felt that having the opportunity to meet, talk, and exchange ideas with other students interested in human relations was the most meaningful part of the Seminar. Other parts of the program, such as role-playing, case studies and similar techniques showing practical solutions to problems, she also found extremely valuable. Her two suggestions were that the conservative viewpoint be better represented and that participants be chosen so as to have as many Southern states as possible represented.

Mr. Tony Henry, of the University of Texas and a participant in the '58 Seminar, gave a report of the work of the Human Relations Committee on his campus, which has, to a large extent, been the direct result of his own experience at a Seminar and the experience of another student at this year's seminar. He described the progress over the past year, showing how the committee had effected desegregation in a down-town restaurant and how it was now working toward dormitory integration and toward the changing of student opinion. Mr. Henry stressed the need of students working in this field to know what is going on at other campuses and what methods are being used in the solution of similar problems.

The Committee discussed these reports and then discussed at length the goals and direction of the Seminar to be held the summer of 1960.

DISCUSSION OF THE 1960 SOUTHERN STUDENT HUMAN RELATIONS SEMINAR

Goals of the 1960 Seminar: The majority of the Committee felt quite strongly that the purpose of the Seminar should be to provide a leadership training period for students already committed to the idea of integration and not a conversion period for students still confused as to the rightness or wrongness of segregation. It was emphasized that the Seminar must give these students the information and skills that will equip them for constructive action on their campuses and in their communities. Mr. Werner suggested the following as a possible statement of purpose for the 1960 Seminar:

"The purpose of the third Southern Student Human Relations Seminar is to provide for Southern student leaders an intensive study of human relations in the South for constructive application in their college or university and community life."

Participation--Contacts and Selection: The following suggestions were given by the Advisory Committee:

(1) The pattern used in the past of having five students from predominantly Negro campuses, five from desegregated, and five from all white, should be continued.
(2) An effort should be made to have a wider geographical distribution of participation, with representation of as many of the Southern states as possible.
(3) Attention should be given to including participants from Southern institutions where there have been no contacts in the past. Institutions which have sent representatives to past Seminars should be selected only when absolutely necessary.
(4) Faculty members with an interest in human relations are often best qualified to recommend student participants and an effort should be made to contact them.
(5) In line with (3) and (4), a special effort should be made to use the contacts of the YM-YW, ADL, AFSC, State Human Relations Councils and other agencies working in this field, and Advisory Committee representatives from these agencies were requested to publicize the Seminar and submit any suggestions for applicants or faculty contacts to Constance Curry.
(6) With the travelling of the Southern Project Director, NSA Staff and field workers in other agencies, it should be possible to have personal interviews with applicants to better insure the highest quality of participation.
(7) Attention should be given to maintaining some balance of the number of Negro and white participants and of the number of men and women participants.
(8) In attempting to have participants with strong leadership qualities, it should be remembered that campus leadership does not necessarily mean the ability to be elected to campus offices.
(9) The Selection Committee for Seminar participants will be chosen at a later date, but names submitted were Constance Curry, Southern Project Director; Ruth Hughes, YWCA; and Leon Marion, World University Service.

Curriculum, Resource Persons and Materials: With the stated goal of the 1960 Seminar being training students for action, the Committee felt that the curriculum must also have a shift in emphasis in this direction. However, the Committee generally agreed that the first week of background study and information is quite necessary. The following suggestions were given in the discussion:

(1) Include a discussion of the power structure in different campus situations, analyzing the position of the student, administration, faculty, trustees,

alumnae, etc., and their inter-relationships. This will enable participants to better analyze the structure and situation facing them on their own campus in their human relations work.

(2) Case studies of campus human relations work might be mailed out before the Seminar, so that students might have some idea of how programs have been implemented on campuses similar to their own. The Southern Project should work to include the writing of these case studies in its program, and ADL can give help in points to be covered and other guides in writing case studies.

(3) Students and professors from campuses which have had successful human relations programming would be good resource persons.

(4) An effort should be made to secure as a resource person, a Southern conservative, who could attempt to explain his views, as well as the dynamics behind his position.

(5) There should be more emphasis on active programs on the community level--for instance, student participation in urban renewal and develpment programs.

(6) During the week of background study, the participants should receive the factual information that will help them to correct the great misinformation and to alleviate the many fears that many white Southerners have in regard to integration.

(7) More concentrated study on the lines of communications in human relations and the impact of the NAACP and the White Citizens' Councils might also be included in the week of background study.

(8) An address or discussion on the perspective of the entire South--where it is going in terms of itself, the nation and the world--would be useful toward the end of the Seminar

(9) NSA in further planning of the Seminar should consider the possibility of extending the length of the Seminar, since one week is not adequate for the learning of the techniques and skills that will equip students for positive action and that will truly fulfill the goals of the Seminar.

Budget: Review of the budget was postponed until more detailed plans of the Seminar have been made.

Individual Projects: Two of the individual projects from the 1959 Seminar have been completed by participants but are to be reviewed by several members of the Committee before any final decision on methods of publication and distribution. The Committee felt that the individual projects at the Seminar are beneficial but that this year they should be geared more directly to how each participant can apply what he has learned at the Seminar in his own campus and community experiences.

Staff for 1960: The Committee felt that Constance Curry, as Southern Project Director, should be Director of the 1960 Seminar and said that they would submit names for Assistant Director and Consultant at a later date.

THE SOUTHERN STUDENT HUMAN RELATIONS PROJECT

Southern Project Review: Dr. Warren Ashby, Curtis Gans and Martha Morrison gave a brief history of the work that had led to the establishment of the Project, based on the minutes of the June Advisory Committee Meeting and the prospectus to the Field Foundation, both of which had been sent to the Committee prior to the meeting. It was pointed out that thir Project would be the first concentrated effort on the part of college students to work in the area of

race relations in the South and that the Project would help assure continuing cooperation among the organizations that have become involved.

Southern Project Discussion: The discussion of the Southern Project did not follow an item-by-item pattern as listed on the agenda, but rather, it was a general and informal discussion of what the Southern Project can accomplish and how to go about it. The Committee felt that the first year must be devoted to making as many worthwhile contacts as possible and to getting the Project well-established. In line with this, the Project Director should attempt to attend meetings related to the Project, sponsored by NSA Regions and by other organizations. Mr. Jensen of NSCF extended an invitation to Miss Curry to attend the 18th Ecumenical Student Conference in Athens, Ohio from December 27-January 2. This meeting will give Miss Curry the opportunity to attend their workshop on race relations and to make contacts with students from many Southern campuses.

Since the YWCA, American Friends Service Committee and other agencies have Staff people who have been working in this field for some time, the Director must make a special effort to set up a detailed plan of cooperation with them.

It was suggested that the best places to start or strengthen human relations programming would be the campuses which have sent participants to the past two Seminars and to the Southern Student Conference. It was also emphasized that contacting could not be limited to NSA member schools and that often the most receptive students on a campus are those involved in religious organizations.

The Committee stressed the fact that the Director must, at the beginning, have a great amount of freedom to feel her way slowly and to see what is possible, before developing a concrete program. With this background, she can then concentrate on setting up conferences and seminars at the campus and area levels and on making the Atlanta office a repository of resource materials and information on student human relations.

Mr. Gans mentioned that Miss Brooke Aronson, of New York City and a graduate of Smith College had been asked to take the position of Secretary for the Project but that she had not made a final decision.

The Committee reviewed the budget for the Project and made suggestions in light of the unforeseen necessity of having to acquire office space and equipment for the Atlanta office. They also recommended that the travel allotment for the Director might be increased, since the initial contacts at conferences, etc., would require a good deal of travel. During the budget discussion, Charles Jones, Chairman of the NSA Carolina-Virginias Region, expressed his desire to work on the Project and wondered if this could be worked into the budget. The Committee did not feel that they could take any action on this question at this meeting and Mr. Gans and Mr. Jones were asked to send a memo to Committee members at a later date.

The idea was expressed that the Project would have a more integrated approach, if, at some time in the future, a Negro could be added to the Staff.

Next Meeting of the Advisory Committee: The next meeting will be held in Atlanta in April or May.

Since all business was completed, the meeting was adjourned Saturday, at 11 P.M.

Curry
S.S.H.R. Project

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • BAring 2-1106 • CABLE, NATSTUD - PHILADELPHIA, PA.

January 12, 1960

Mr. Harold Fleming, Director
Southern Regional Council
63 Auburn Avenue, NE
Atlanta, Georgia

Dear Harold:

Well, I am actually settled in my office, my supplies are here, my phones are installed, and I am ready to work.

It seems a little silly to write you a letter when you have been seeing me practically every day, but I did want to thank the Southern Regional Council formally on behalf of NSA, as well as personally, and decided this was the best way to do it. Really, without the help of almost everyone on your staff, I could not have gotten organized anywhere near as efficiently or as inexpensively.

Since I have not had the opportunity to thank each of them personally, I hope, when you have the chance, that you will convey my deepest gratitude to them.

I certainly look forward to working with all of you in the next two years.

Sincerely,

Connie

Constance Curry
Southern Project Director
Room 701, 41 Exchange Place, SE
Atlanta 3, Georgia

ASSOCIATED WITH: American Council on Education • International Student Conference • U. S. Commission for UNESCO • World University Service • Council on Student Travel • Young Adult Council • Nat'l Citizens Committe for UN Day • Nat'l Scholarship Service & Fund for Negro Students

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# UNITED STATES NATIONAL STUDENT ASSOCIATION

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January 25, 1960

Mrs. Timothy Miller
Southern Regional Council
63 Auburn Avenue, NE
Atlanta 3, Ga.

Dear Tuck:

The date in red has no significance other than I forgot to flip the key.

CR RHA

Enclosed please find a check of $2.00 for the Project's subscription to New South. You can list the subscription under Southern Student Human Relations Project, Room 701, 41 Exchange Place, SE, Atlanta 3, Ga. I would appreciate your sending me a copy of the January issue, if the subscription won't begin until February.

Also, would you please just slip this personal contribution of mine into the hopper, since I think you kids are doing some good work. (It is not a coffee subscription for the next two years).

Hi Mildred.

Love,

Connie

$10.00 CR Contribution

1/27/60 RHA

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# UNITED STATES NATIONAL STUDENT ASSOCIATION

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Feb. 12, 1960

SOUTHERN PROJECT
41 Exchange Place, S.E.
Atlanta 3, Georgia

Mr. Paul Rilling, Field Director
Southern Regional Council
63 Auburn Avenue, NE
Atlanta 3, Georgia

Dear Paul:

Enclosed is a description of the Southern Student Human Relations Project, which was recently established in Atlanta, Georgia.

We are anxious to contact and cooperate with agencies and individuals involved in Human Relations programming in the South. Information about your area's Human Relations programs - conferences, seminars, etc. - would be most helpful to us, particularly those involving college students. If the Project's contacts and resources can help stimulate student activity in your area they will certainly be available.

As Project Director, I shall be traveling extensively in the South and hope to talk to you personally about the Project and future plans.

Sincerely,
Connie
Constance Curry
Project Director

P.S. Ignore formality - just wanted you to have a copy for reference. Have sent this to all your State Councils -
C.C.

LONG LIVE STUDENT DEMONSTRATIONS

ASSOCIATED WITH: American Council on Education • International Student Conference • U. S. Commission for UNESCO • World University Service • Council on Student Travel • Young Adult Council • Nat'l Citizens Committe for UN Day • Nat'l Scholarship Service & Fund for Negro Students

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UNITED STATES NATIONAL STUDENT ASSOCIATION

SOUTHERN STUDENT HUMAN RELATIONS PROJECT
Room 701, 41 Exchange Place, S.E.
Atlanta 3, Georgia

Director: Constance Curry Secretary: Donna McGinty

On December 1, 1959, the United States National Student Association received from the Field Foundation a grant of $60,000 to administer and operate a two year Southern Student Human Relations Project. Plans include extensive campus contact, both in person and by mail, metropolitan, state and area interracial conferences, and the third and fourth Southern Student Human Relations Seminars. This Project will build on the work of the first and second Southern Student Human Relations Seminars and the Southern Student Human Relations Conference. It will be assisted by an Advisory Board of Southern educators, civic leaders, and human relations specialists, and will seek broad interorganizational cooperation and support.

The purposes of the Southern Student Human Relations Project are both to educate and to stimulate action. The Southern Conference and seminars have demonstrated that it is valuable to work for the creation of a deeper understanding of the complexities and problems of race relations by white and Negro Southern Student Leaders. At the same time, it is clearly possible for these students, especially at the campus, metropolitan, and state level, to make a real contribution toward the resolution of many of these problems. The Association believes it is essential to the achievement of these

objectives - particularly in providing individual campus and program guidance - that the Project be on-going and that the Director be assured substantial administrative and travel support.

BACKGROUND

During the past five years, developments in the South have focused the importance of leadership and the understanding of the South's conflicting and confusing heritage by future Southern leaders. It has become increasingly evident that continued segregation challenges the bases of democracy in the United States and threatens our international stature and effectiveness.

Many Southern students have a keen awareness of the problems which race relations pose for them, for their colleges and universities, and for their communities. They recognize the need for constructive action, involving a deeper understanding of the problems they are facing, and more effective inter-group and interracial communication.

From this awareness grew the Southern Student Human Relations Seminars and Conference. The first Seminar included fourteen students from segregated white, predominantly Negro, and recently desegregated colleges and universities throughout the South. Meeting at the Ohio State University for the month of August, 1958, it sought by the use of experts and materials and by a common living experience to create greater appreciation for the needs and problems in the area of race relations and a heightened understanding of the responsibility of the educated man and woman on the campus and in the

community. In August, 1959, at the University of Illinois, the second Seminar introduced fifteen students to similar studies and experiences.

The Conference - co-sponsored by the Southern Regional Councils of the YMCA, the Southeastern Regional Office of the American Friends Service Committee, the United Student Christian Council, B'nai B'rith Hillel, the National Federation of Catholic College Students, and USNSA - met during Thanksgiving Weekend, 1958, at Pfeifer College in Misenheimer, North Carolina. Over 120 students and 20 resource participants from fifty institutions met to consider the same issues and to seek the same insights as those pursued in the Seminars. The conference and the Seminars have been continuously evaluated, both in terms of immediate and subsequent comments by participants and by evidence of educational or action programs arising from them.

In the case of the Seminars, it is safe to say that virtually every participant has moved to put his experience to use and has demonstra ted an increase in depth and maturity of participant understanding and concern. Programs have included: a Human Relations Committee seeking to attain desegregation of campus facilities for Negro students; a student committee seeking to smooth the path for campus acceptance of desegregation last fall; and a regional human relations workshop attempting to increase the awareness of students from a Deep Southern state of the need to consider race relations and to develop interracial communications. The Conference is more difficult to follow-up because of the large number of participants. Existing examples of programs springing from it include: a campus

conference at a major segregated university, in which students from nearby Negro colleges participated; and the continued contacts of an interracial group of delegates from several campuses in a Deep South metropolitan area.

ORIGIN OF PROPOSAL

In June, 1959, the Advisory Committee of the Southern Student Human Relations Seminar and advisors from the Southern Student Human Relations Conference met in Atlanta to discuss the Second Seminar, and to evaluate the Seminar and Conference in terms of additional and continuing needs.

Participating in this meeting were Professor Warren Ashby of the Women's College of the University of North Carolina, the Reverend Will Campbell, Associate Director of the Division on Race and Culture of the National Council of Churches, James McBride Dabbs, President of the Southern Regional Council, Mr. Max Hierich, College Secretary of the Southeast Regional office of the American Friends Service Committee, Mr. Murray Shapiro, Educational Affairs Staff of the Atlanta Office of the Anti-Defamation League, Mr. Ray Farabee, Conference and Seminar Chairman, Miss Gloria Haithman, Educational Affairs Officer of USNSA's Carolinas-Virginia Region and student at Hampton Institute, Miss Martha Morrison, former Tennessee Student Christian Conference President, and Mr. Reginald Green, Educational Affairs Vice-President of USNSA. President Benjamin Mays of Morehouse College, Rev. Joseph Fichter, S.J., of Loyola University, Professor C.H. Parrish of the University of Louisville, and the Reverend Charles Jones of Chapel Hill offered additional assistance

and advice but were unable to attend the meeting.

The consensus of the Advisory Committee was that the Southern Seminar and Conference had been highly successful; all original expectations - in opening up fields for action and in demonstrating techniques and channels for Southern campus human relations work - were surpasses. The Committee also felt that continued "semi-interagency" cooperation, under the general programming supervision of one organization but utilizing the cooperation and advice of others, was urgently needed to supplement and expand the limited human relations work and interracial contact programming now available to the Southern college student.

The Committee strongly recommended that USNSA organize a Southern Regional Human Relations Project headed by a full-time specialist in student programming. This specialist would further campus, metropolitan, and area work through the South, building from contacts, ideas, and experiences of the Southern Conference and Seminar Each Committee member indicated his interest in advising such a Project and in securing for it the close cooperation of his organization or institution. Following this meeting, USNSA drew-up a prospectus on the Project, submitted it to the Field Foundation, and was notified of the grant in September, 1959.

GOALS

From experience in the Southern Conference and Seminars, it is felt that the following goals should and will be accomplished through the Southern Student Human Relations Project:

1. Communication and contact among students of good will will be facilitated, thereby helping to create a situation in which greater knowledge of the South's human relations problems and racial tensions can be attained and in which the need for mutual good faith and cooperation can be recognized;

2. Understanding and sympathy in terms of problems, points of view, and proposals will be developed among students of diverse beliefs and attitudes and between both races;

3. Clarification, reformulation, and rethinking will be stimulated among students participating in the project, both because of the specific content and as a result of the interracial, "open" situations created.

4. Realization of the inevitability of desegregation will tend to result from a serious consideration of the legal, economic, and educational considerations involved in Southern heritage, the Southern present, and the possible Southern future;

5. An interracial, interpersonal experience, totally different from previous knowledge, will be provided for most participants and will, through its uniqueness, serve to reinforce and make meaningful the more formal content of the program;

6. Traing of campus leaders in the development and practice of good human relations will be an integral part of the Project and its component parts.

While the Project is designed to be educational - in the sense of providing opportunities for learning the historical, social, economic, and sociological factors underlying present race relations in the South - it is also designed to be immediate and action-directed. It will provide first-hand experience in interracial relations and careful study -through case studies, role playing, and similar techniques - of situations that participants otherwise accept with little thought. In addition, it will aim to produce trained, informed, and concerned leaders, who will examine and criticize campus attitudes and actions, in terms of their experience, and who will carry this approach to their post-college communities.

Although the Project is dedicated to the principles of individual

dignity, democratic processes, and human worth, it is neither limited to those already allied with these principles nor an exercise of introduction. Students will be involved on the basis of interest and ability, whatever their views. Changes in position will occur only as presentation of facts and opinions and actual interracial experiences does, in face, affect Southern Students' attitudes and actions.

PROGRAMS AND STRUCTURE

The Project's operations will fall into three main categories:

1. The Third and Fourth Southern Seminars (to be held the summers of 1960 and 1961). They are designed to provide an educational experience in depth for a limited number of selected leaders who will be able to play vital roles in the other two phases of the Project;

2. Metropolitan, State and Area Conferences to bring together students from various campuses both to discuss and consider the questions of race relations in general and, more particularly, to confront the problems of attitudes, policies and actions on their campuses and in their communities and states;

3. Campus Conferences and Programs similar to the intercampus meetings but revolving around the students of one campus plus outside resource personnel. A greater emphasis on programs such as human relations committees, Brotherhood Week, interracial workcamps and discussion groups.

The second and third programs will be directed and planned by local students with material, financial and personnel assistance from the Project. The Seminars will be a central Project responsibility. Students from all interested organizations - student governments, YMCA's, YWCA's, Student Christian Associations, Newman Clubs, etc. - will be encouraged to cooperate and to participate.

BC: Connie Curry

February 22, 1960

Dr. Rufus B. Atwood
Chairman
Kentucky Council on Human Relations
P. O. Box 338
Frankfort, Kentucky

Dear Dr. Atwood:

The Southern project of the U.S.N.S.A. is a useful and responsible effort. Some of our leadership serves on the project's advisory committee, and we are in close communication with Miss Curry, the project director, whose headquarters are here in Atlanta.

We are confident that the Kentucky Council will find it rewarding to cooperate in common concerns with Miss Curry and her co-workers.

Cordially,

Harold C. Fleming
Executive Director

HCF/mf

PR - F.Y.I. - Return for reply.
HCF

# The Kentucky Council On Human Relations, Inc.

*Affiliated with the Southern Regional Council, Inc.*

P.O. BOX 338 PHONE CApital 7-7625 FRANKFORT, KENTUCKY


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Dorcas Ruthenburg, *Member*
Charles T. Steele, *Member*
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G. D. Wilson
William M. Wood


February 18, 1960

Mr. Harold C. Fleming, Director
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Sir:

Please advise if we are on safe ground in cooperating with Southern Student Human Relations Project (United Stated National Student Association).

Very sincerely yours,

Rufus B. Atwood

Rufus B. Atwood
Chairman

RBA:psw

March 24, 1960

Constance Curry
National Student Association
41 Exchange Place
Atlanta, Georgia

Dear Connie:

We have heard from Thelma Babbitt that you were in Little Rock recently and gave an excellent report and analysis of sit-down demonstrations. I had a good session with Curtis Gans this week and was terribly pleased to discover how quickly the National Student Association (NSA) moved into an important interpretive and supportive role, how much you have been able to involve students nationally, and what an effective job you are doing.

The conference which NSA is planning sounds terrific. I hope you can schedule it in the South and look forward to hearing about it.

I am sure that the demonstrations are going to be the main item on the agenda of the April meeting of the Southern Interagency Conference which will be held, as you know, on St. Helena Island, April 21 and 22. I certainly hope you are planning to attend. We will need the interpretation which you can give. Neil Tarplee, Paul Rilling and I are preparing the agenda and are eager to have a good discussion of the demonstrations and their implications. Let me know whether we can count on you.

Best wishes.

Sincerely,

Jean Fairfax
National Representative for
Southern Programs

JF:mt

cc: Paul Rilling
Cornelius Tarplee

**OFFICE MEMORANDUM**

southern student
human relations project

To : Mr. Paul Rilling

Date: March 30, 1960

From : Connie Curry

Subj : Seminar mailing

Belovedadvisor-- this copy of the Seminar mailing is for your file, since I am sending one to all the members of the Southern Advisory Committee. This has gone out to approximately 200 campuses and contacts in the South, and I will appreciate your giving me names and addresses of any students, faculty, administrators, etc. who come to your mind to receive this. Also, would you like more copies for your own distribution?

Are you going to be able to help me in terms of interviewing these students who apply, in your travelling from now until May 15th.

Finally, would you please check your calendar and see how May 13-14 sounds as a tentative date for the next meeting of the Advisory Committee? I was not planning to have a full meeting this time, but Curt and Don feel it would be good to get this whole thing of definition of authority straightened out, so maybe it is a good idea. I did want to avoid the rather nebulous atmosphere of the last meeting, however, and am not sure what we have to put on the agenda. Any thoughts on this?

As ever, fortunate for you

cwc

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • BAring 2-1106 • CABLE, NATSTUD - PHILADELPHIA, PA.

March 19, 1960

Mr. Paul Rilling
Associate Director, SRC
Room 432, 63 Auburn Avenue, N.E.
Atlanta 3, Georgia

Dear Paul:

We are happy to announce the Third Southern Student Human Relations Seminar, to be held August 1-21, 1960, on the campus of the University of Minnesota.

The Seminar was instituted in 1958 at the suggestion of Southern student leaders at the 8th, 9th and 10th National Student Congresses. The purpose of the Seminar is to provide for Southern student leaders an intensive study of human relations in the South for constructive application in their college or university and community life. It is open to all student government, student religious group, publications, social group, honorary and student human relations leaders on Southern campuses, whether members of USNSA or not.

The Seminar is part of the Association 's overall National Human Relations Program, including Regional Conferences and National Congress Workshops on race, intergroup and interpersonal relations as they affect students on campus and in their communities. It is specifically under the auspices of the Southern Student Human Relations Project of USNSA, which was established in Atlanta, Georgia this past December. Both the Project and the Seminar are financed by a grant from the Marshall Field Foundation.

Fifteen participants will be selected for the Seminar from segregated white, desegregated and predominantly Negro campuses. Travel, room and board will be covered for each delegate from the grant. Funds will also be available for participants who wish to remain from August 22nd through September 1st, to attend the National Student Congress.

The enclosed summary lists last year's Seminar participants and advisors and gives a brief review of the program. (For fuller reports on the past two Seminars write USNSA.) The 1960 Seminar staff includes:

Director: Constance Curry, present Director of the Southern Student Human Relations Project, Graduate of Agnes Scott College, Field Representative for the Collegiate Council for the United Nations, 1957-1959.

ASSOCIATED WITH: American Council on Education • International Student Conference • U. S. Commission for UNESCO • World University Service • Council on Student Travel • Young Adult Council • Nat'l Citizens Committe for UN Day • Nat'l Scholarship Service & Fund for Negro Students

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University of North Carolina

*Program Vice President*
**B. JAMES KWEDER**
Allegheny College

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*Under-Secretary*
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**John Ciardi**
*Professor at*
Rutgers

**John Cogley**
*Staff Administrator*
The Fund for the Republic

**Christine Y. Conaway**
*Dean of Women*
Ohio State University

**James M. Dabbs**
*President*
Southern Regional Council, Inc.

**Rev. T. M. Hesburgh, C.S.C.**
*President*
University of Notre Dame

**Russell Kirk**
*Editor*
Modern Age

**Robert H. Shaffer**
*Dean of Students*
Indiana University

**George N. Shuster**
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Hunter College

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**Howard E. Wilson**
*Dean of the School of Education*
University of California at Los Angeles

**O. Meredith Wilson**
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**CHARLES W. McCRACKEN**
*Dean of Student Personnel Services*
Trenton State College

*Chairman*
Financial Advisory Board
**RUTH GERI HAGY**

Assistant Director: (to be selected from student participants in last year's Seminar)

Consultant: Will D. Campbell, Associate Executive Director, Department of Racial and Cultural Relations, National Council of Churches; formerly Director of Religious Life, University of Mississippi.

Please see that the enclosed application reaches an interested student on your campus, in your organization, or in your area. Sophomores and juniors, with demonstrated leadership potential in the field of human relations, will receive the most favorable attention from the Selection Committee, which will include the Seminar staff, the NSA National Affairs Vice-President and several members of the Southern Advisory Committee.

Applications must be received at the Southern Project Office by April 15th, in order to be considered by the Committee. Announcements of final selections will reach all applicants by May 15th. If you know of additional potential participants on your campus, do not hesitate to write to the Southern Project Office for more application forms.

We shall look forward to hearing from you, your campus, or your organization.

Sincerely,

Curtis Gans

Curtis Gans
National Affairs Vice-President, USNSA

Constance Curry

Constance Curry
Southern Project Director

Southern Project Office
41 Exchange Place, S.E., Room 701
Atlanta 3, Georgia

CC/dlm

ENCLOSURES

A Summary of
the
SECOND SOUTHERN STUDENT HUMAN RELATIONS SEMINAR
August 8-September 3, 1959
University of Illinois

STAFF

| | | |
|---|---|---|
| Raymond Farabee, | President, USNSA 1957-1958 | Director |
| Martha Morrison, | President, Tennessee Student Christian Association 1958-1959 | Assistant Director |
| Dr. Warren Ashby, | Professor of Ethics, Woman's College, University of North Carolina | Consultant |

ADVISORY COMMITTEE

| | |
|---|---|
| Dr. Warren Ashby | Professor of Ethics, W.C.,UNC, Chairman |
| Reverend Will Campbell | National Council of Churches |
| James McBride Dabbs | Southern Regional Council |
| Max Heirich | American Friends Service Committee |
| Murray Shapiro | Anti-Defamation League |
| Benjamin Mays | President, Morehouse College |
| Reverend Charles Jones | Community Church, Chapel Hill, N.C. |
| Dr. C.H. Parrish | Professor of Sociology, University of Louisville |
| Raymond Farabee | Seminar Director |
| Martha Morrison | Assistant Director |
| Gloria Haithman | '58 Seminar Participant, Hampton Institute |
| Reginald Green | U.S. National Student Association |

PARTICIPANTS

| | |
|---|---|
| Robert Alexander | Duke University, Durham, N.C. |
| Bert Anderson | Southwest Texas State Teacher's College |
| James Apthorp | Florida State University, Tallahassee |
| Virginia Bass | Maryville College, Knoxville, Tenn. |
| Jessie May Bergeron | Loyola University, New Orleans, La. |
| Katherine Bolden | Talladega College, Talladega, Ala. |
| Anne Bouise | Xavier University, New Orleans, La. |
| Robert Collins | Atlantic Christian College, Wilson, N.C. |
| Jacquelyn Davis | Wesleyan College, Macon, Georgia |
| David Kendrick | University of Texas, Austin |
| Shelby Faye Lewis | Southern University, Baton Rouge, La. |
| Sherman Roberson | Savannah State College, Savannah, Ga. |
| Richard Ruppert | Spring Hill College, Spring Hill, Ala. |
| Lucy Thornton | Hampton Institute, Hampton, Va. |

PROGRAM TOPICS AND RESOURCE PERSONNEL (partial listing)

America in the Mid-Twentieth Century....Frederic Routh
Southern Regional Council

The Changing South.....Frederic Routh

The Changing South and the Negro.....Dr. C.H. Parrish

Race and Prejudice..... Dr. Robert Whitener
University of Illinois

The Supreme Court and Legal Aspects
of Segregation..... Dr. Jack Peltason
University of Illinois

The Press and Public Opinion..... Sylvan Meyer, Editor
Gainesville Times

Moral and Ethical Aspects of
Segregation..... Dr. Warren Ashby

Desegregation in Higher Education..... Max Heirich

Campus Integration..... Paul Rilling
Southern Regional Council

The Role of the Church in the
Desegregating South..... Mrs. Dorothy Tilley
Southern Regional Council

# APPLICATION FORM

Third Southern Student Human Relations Seminar
1 August 60 - 21 August 60

GENERAL INSTRUCTIONS:

A. Please fill-in this form as completely as possible. It will be used as a basis for selection of participants in the Southern Student Human Relations Seminar.

B. When space for detailed answers is insufficient, continue your answers on the reverse side of the page. (Number continued answers to match correct question.)

C. All applications and supporting materials must be received by April 15. Notice of final selections will be sent by May 15.

D. Please print or type.

*********

1. NAME Mr. / Mrs. / Miss _____
(LAST) (FIRST) (MIDDLE)

2. SCHOOL _____

3. CLASS AND EXPECTED DATE OF GRADUATION _____

4. CURRENT SCHOOL ADDRESS _____
(complete mailing address)

5. PERMANENT HOME ADDRESS _____

6. SUMMER ADDRESS (if different from no. 5) _____

7. WHAT IS YOUR FIELD OF ACADEMIC CONCENTRATION? _____

8. LIST IMPORTANT EXTRA-CURRICULAR ACTIVITIES AND OFFICES (on campus and in the community)

9. WHAT POSITIONS OR RESPONSIBILITIES WILL YOU HAVE ON CAMPUS DURING THE SCHOOL YEAR 1960-1961?

10. HAVE YOU HAD ANY CAMPUS, COMMUNITY OR ORGANIZATIONAL EXPERIENCE IN HUMAN RELATIONS OR INTERRACIAL PROGRAMS OR FORMAL DISCUSSIONS? _____ DESCRIBE.

11. HAVE YOU EVER ATTENDED A USNSA NATIONAL OR REGIONAL CONGRESS OR CONFERENCE?____ IF SO, PLEASE STATE WHEN AND WHERE_____

_____

12. PLEASE ATTACH A STATEMENT OF 500 WORDS OR LESS INDICATING YOUR REASONS FOR BEING INTERESTED IN THIS SEMINAR.

13. PLEASE HAVE A TRANSCRIPT OF YOUR COLLEGE GRADES SENT TO THE ADDRESS GIVEN IN (15) BELOW.

14. AN EFFORT WILL BE MADE TO HAVE EACH APPLICANT PERSONALLY INTERVIEWED BY NSA STAFF PERSONNEL OR BY SOUTHERN ADVISORY COMMITTEE MEMBERS.

15. WHEN YOU HAVE COMPLETED THIS FORM, PLEASE RETURN IT IMMEDIATELY TO:

Southern Project, USNSA
41 Exchange Place, S.E., Room 701
Atlanta 3, Georgia

16. (SEE BELOW)

Signature_____

Date of Birth_____

Place of Birth_____

DEADLINE FOR APPLICATIONS: 15 April 60

SELECTION DATE: by 15 May 60

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16. PLEASE LIST THE NAME, ADDRESS AND POSITION OF ONE FACULTY MEMBER AND ONE STUDENT LEADER WHO ARE IN A POSITION TO EVALUATE YOUR PERSONAL AND ACADEMIC QUALIFICATIONS. NOTE: RECOMMENDATION FORMS WILL BE SENT DIRECTLY TO THEM. (IF YOU ARE UNABLE TO RETURN THIS ENTIRE APPLICATION IMMEDIATELY, PLEASE DETACH THIS SECTION AND SEND IT TO US NOW.)

a. name_____ position_____

address_____

b. name_____ position_____

address_____

your name_____

college_____

address_____

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • BAring 2-1106 • CABLE, NATSTUD - PHILADELPHIA, PA.

May 16, 1960

MEMORANDUM

To : Members of Southern Advisory Committee

From : Constance Curry, Southern Project Director

Subj : Advisory Committee Meeting, May 20-21

Please forgive the mimeographed memo and the lateness of this information. The Advisory Committee meeting will begin this Friday, with supper at 5:45. Our meals, overnight accomodations and meetings will be at Bumstead Hall, Atlanta University, 50 Chestnut Street, S.W. We will begin the formal meeting after supper on Friday and will plan to be finished by 5:00 on Saturday afternoon.

Because of the short time remaining, I hope it will not inconvenience you to cover your own travel expenses and to then let me reimburse you at the meeting.

I had such good intentions of sending each of you a detailed agenda and a report of the 1960 Seminar and the Project to date, but activities of the past few weeks have made this impossible. However, following are some of the areas that we will be discussing:

(1) Relationships
  a. Southern Project to NSA National Office
  b. Southern Project to Advisory Committee
(2) Activities of Project to date
  a. Southern Student Movement involvement
  b. Programming in various states
(3) Future of the Project
  a. Suggested activities
  b. Kind and degree of involvement of Project Director in direct action
(4) Report and Discussion of 1960 Human Relations Seminar.

I look forward to hearing your thinking on these topics and to any other ideas you might have about the Project.

I shall be glad to see you on Friday.

Harold —
Would like very much for you to come to any or all of our meetings.
Connie

ASSOCIATED WITH: American Council on Education • International Student Conference • U. S. Commission for UNESCO • World University Service • Council on Student Travel • Young Adult Council • Nat'l Citizens Committe for UN Day • Nat'l Scholarship Service & Fund for Negro Students

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Allegheny College

*Program Vice President*
**RICHARD A. RETTIG**
University of Washington

*Public Relations Director*
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Hunter College

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*President*
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**Harold E. Stassen**

**Howard E. Wilson**
*Dean of the School of Education*
University of California at Los Angeles

**O. Meredith Wilson**
*President*
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National Advisory Board
**CHARLES W. McCRACKEN**
*Dean of Student Personnel Services*
Trenton State College

*Chairman*
Financial Advisory Board
**RUTH GERI HAGY**

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • BAring 2-1106 • CABLE, NATSTUD - PHILADELPHIA, PA.

May 31, 1960

Mr. Paul Rilling
Southern Regional Council
63 Auburn Avenue, NE
Atlanta, Georgia

Dear Paul:

Right this minute while I am in my stuffy office writing you this letter, you are probably sipping some nectar of the gods with some goddess in the Parthenon in Athens.

Nonetheless, having all faith that you shall return to this land, I would like to confirm our phone conversation earlier this month and tell you how glad I am that you will be able to come to the Seminar again this summer. I am not sure if you wrote down the exact date, but in any case, we would like for you to be with us on Tuesday, August 9th to cover the two topics of "Public School Desegregation", and "Desegregation in Higher Education." The former topic will be discussed in the morning session and some considerations might be: Compliance with the Supreme Court Decision in various sections of the South; Effects of and problems in desegregation in public schools; and perhaps some study of communities that have desegregated successfully.

The afternoon session will deal with "Desegregation in Higher Education", and we would like for you to mention the reactions of students, faculty, administration and community to college desegregation, give a brief history of it, and give some idea of the power structure that is often involved in bringing about desegregation. Of course, on both of these topics, we are anxious to have your own ideas as to what should be included in the discussion.

Then, as I mentioned, that evening after supper, wewould like very much for you to give the background and history of the Southern Regional Council and some idea of their present work in the South.

I know this sounds like a big order, but we promise you ample reward after the evening session, and if you can possibly arrive on Monday August 8th, we shall make it even more ample. As you know, USNSA will take care of your travel expenses, room, board and other expenses incurred.

Upon your return to Atlanta, I would like to confer with you on any reading material you might suggest for the Seminar or on any questions that you might have in connection with your

ASSOCIATED WITH: American Council on Education • International Student Conference • U. S. Commission for UNESCO • World University Service • Council on Student Travel • Young Adult Council • Nat'l Citizens Committe for UN Day • Nat'l Scholarship Service & Fund for Negro Students

OFFICERS

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University of Wisconsin

*Assistant to the President*
ANGIE THOMAS
University of Wisconsin

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*Director, Southern Human Relations Project*
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41 Exchange Place, S.E.
Atlanta 3, Georgia

West Coast Office
2161 Shattuck Avenue
Berkeley, California

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participation in the Seminar.

If it is not too much trouble, I would like to have a written acceptance of this invitation for the files of posterity.

Welcome home.

Sincerely,

Connie

Constance Curry
Seminar Director

July 8, 1960

Miss Connie Curry
Southern Students Human Relations Project
41 Exchange Place
Atlanta, Georgia

Dear Connie:

Thank you for asking me to participate in the USNSA Southern Seminar on Human Relations. I am happy to accept your invitation and will plan to be with you Thursday, August 9.

I have enjoyed my contacts with the Seminar during the past two summers and am looking forward to the trip to Minnesota.

Sincerely,

Paul M. Rilling
Field Director

PMR/sm

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • BAring 2-1106 • CABLE, NATSTUD - PHILADELPHIA, PA.

July 25, 1960

Mr. Paul Rilling
Southern Regional Council
63 Auburn Avenue, NE
Atlanta, Georgia

Dear Paul:

Final plans for the Seminar are progressing quite well, and I guess it is a good thing, since it starts a week from today.

I have enclosed a copy of the final draft of the Curriculum, so that you will have some idea of the total program. I would like to remind you that we will have an evening session on the Southern Regional Council, as outlined in my letter to you on May 31st, even though this is not listed on the Curriculum.

The entire Seminar will take place at Centennial Hall, 612 Delaware Street, Minneapolis, (Federal 9-7421), and you can be contacted there, c/o the Southern Student Human Relations Seminar, in case of emergency.

Since your morning session begins at 9:00 A.M., I presume that you will want to arrive the evening of the 8th. If you can let me know your arrival time in Minneapolis, we shall make arrangements to meet you at the airport. Also, I hope that you can plan to stay over the night of the 9th, or however long your schedule will permit.

Before I leave this week, I would like to have your suggestions of assigned reading for the students to do the night before your discussion.

I shall appreciate your keeping an account of your travel expenses in connection with the Seminar, so that we may reimburse you in Minneapolis.

Thank you for your continuing interest in the Seminar and in the Southern Project, and I shall be over tomorrow to discuss some of the above items.

Sincerely,

Connie

Constance Curry
Seminar Director

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# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • BAring 2-1106 • CABLE, NATSTUD - PHILADELPHIA, PA.

September 21, 1960

Mr. Paul Rilling
Southern Regional Council
5 Forsyth Street
Atlanta, Georgia

Dear Paul:

Just had a terrible time getting that new address down--I typed 63 Auburn Avenue three times. I have enclosed the check to cover your expenses to the Seminar, and do forgive me for not sending it sooner.

Also, thank you so very much for taking time to come out to the Seminar. I know what a hectic travel schedule you have had this summer, and I felt, in a way, that it was quite an imposition. On the other hand, I can't feel too sorry, because you did such a good job in all of your presentations. Really, just like last year, all the participants were very impressed both with you and with the information that you gave them. Several of them mentioned in their evaluations that you seemed quickly to become "one of the group." Well, enough, except that if you don't want to keep being invited to the Seminar, you will have to be a failure one year.

One of these days, I would like to tell you about the Congress and the part that the Seminar group took. Generally speaking, and considering my own vast inexperience in directing a conference of this type, I was very pleased. (I am also quite pleased that there is only one a year.)

Thank you again for your continuing interest and help, and I am sure that I will see you soon.

Sincerely,

Connie

Constance Curry
Southern Project Director

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# UNITED STATES NATIONAL STUDENT ASSOCIATION

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October 3, 1960

Mr. John Constable
Southern Regional Council
5 Forsyth Street
Atlanta, Georgia

Dear John:

I am just in the process of doing follow-up work on the Third Southern Student Human Relations Seminar, and I must admit I am rather late.

In any case, I do want to thank the Southern Regional Council for providing us with so much excellent material for the Seminar, and I am especially grateful to you for your help in selecting it and gathering it together for me.

The twenty copies of many of your publications enabled us to give each Seminar participant a copy which they could study during the Seminar, but which they could also keep for their permanent file and use in their work on campus this year.

Your office has always been most helpful in giving us materials in past years, and NSA and my Project especially, are very appreciative.

I have a list here in my office of the publications that we used this year, and I am sure that we will be calling on you for help with next year's Seminar, as well as with our various conferences throughout this school year.

Thank you for your continuing cooperation, and I will see you soon.

Sincerely,

Connie

Constance Curry
Southern Project Director

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# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • BAring 2-1106 • CABLE, NATSTUD - PHILADELPHIA, PA.

January 24, 1961

Mr. Harold Fleming
Executive Director
Southern Regional Council
5 Forsyth Street
Atlanta, Georgia

Dear Harold:

How are you? I have enclosed a copy of some attempt at my first year's report. As I told you, I have never written a report for a Foundation, and have absolutely no idea what it should contain. I will really appreciate any comments or suggestions that you can make. This report on activities will be supplemented by a full report on the Third Southern Student Human Relations Seminar and by a complete financial report, when it is submitted to the Field Foundation.

I got a letter from Mr. Hahn which was very dear. He said he "regretted the distress" that I had expressed and suffered over the mistake in the NSA annual report. I love him!

My Advisory Committee is meeting on January 31st at the YWCA on Edgewood and Ivy Streets. I want you to know that you will be most welcome at the morning and afternoon sessions, but I do want to specifically invite you to the luncheon at 12:30. This will give you an opportunity to meet with the most outstanding Advisory Committee in the South.

Since you are not an official member of my Committee, I was not able to write you the same letter in which I thanked them for their constant interest in and help to the Project. Nor, as you can understand, was I able to articulate in my report the kind of help people like you have been to me in the past year. I am sure that you are aware of this, but anyway, I am deeply grateful to you for everything and realize that neither the Project nor its Director would have survived these twelve months without you.

Sincerely,

Connie

Constance Curry
Southern Project Director

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ROBERT M. WALTERS
Lehigh University
Southern Human Relations Project
41 Exchange Place, S.E.
Atlanta 3, Georgia
West Coast Office
2161 Shattuck Avenue
Berkeley, California

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Vice President
JAMES C. SCOTT
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# REPORT ON THE FIRST YEAR

# THE SOUTHERN STUDENT HUMAN RELATIONS PROJECT

January, 1961

This report is divided into three main sections:

I. A factual report of the activities and operation of the Southern Student Human Relations Project during the first twelve months.

II. Some Conclusions and evaluations concerning students and human relations, based on this first year's work.

III. A Summary

A separate report has been prepared on the Third Southern Student Human Relations Seminar, which comprised a large portion of the work of the Project.

## I. The First Year of the Project

### A. Establishment of the Project

Before the beginning of the Project in Atlanta in December, 1959, the Director spent a three-week orientation period in the national office of the National Student Association in Philadelphia. During this period the Director became familiar with the work of the first two Southern Student Human Relations Seminars and the Southern Student Conference, and worked on preparations for the Southern Advisory Committee Meeting, which was held in Atlanta, December 12-13, 1959.

The Southern Advisory Committee, which is composed of Southern educators and representatives of several human relations agencies, reviewed the Second Human Relations Seminar and suggested direction and guidance for the first year's work of the Southern Student Human Relations Project. The Committee strongly recommended that the Director not be held to any rigid pattern of human relations programming and stressed the fact that a great deal of time had to be spent exploring possibilities, making contacts and establishing the Project before developing a concrete program.

Because the suggestion of using the office space and facilities of one of the Atlanta human relations agencies was not possible, several weeks in January of 1960 were spent in locating and equipping an office for the Project. By the middle of January the Project was established in a two-room office at 41 Exchange Place, S.E., and Miss Donna McGinty had been employed as Project Secretary. Miss McGinty is a native Georgian and a graduate of Agnes Scott College. (As of November 1, 1960, Miss McGinty was replaced by Miss Carol Lukei, a native of New Orleans, Louisiana, and a recent graduate of Munich American High School, Munich, Germany.)

### B. The Project and the Southern Student Movement

Approximately two weeks after the establishment of the Project in Atlanta the first "sit-in" took place in Greensboro, North Carolina, and from that time to the present, the Project has been involved in the movement in various ways.

In the early days of the movement one of the greatest needs was to report what actually happened in communities in which the sit-ins were occurring. This need for

reporting became increasingly important when the National Student Association, as a national student organization, announced its strong support of the sit-in movement and also when students outside the South began to show their interest in and concern about many of the injustices that were taking place. The Project Director went to communities in five states where sit-ins were occurring and kept the national office informed daily on the number of arrests, treatment of the students, campus and community reaction, etc. The national office of the NSA, in turn, sometimes through immediate communication and later through information sheets, was able to keep its member schools informed of the events of the movement. In direct response to this communication college students outside the South began sympathy demonstrations, sent letters and wires to Southern officials and students, and began raising funds for bail and scholarships. One example of an immediate response was the hundreds of wires and telegrams that poured into Nashville, Tennessee on the Sunday after seventy-nine students had been jailed for sitting-in on Saturday.

In addition to reporting the facts on the movement for circulation outside the South, the Project found it necessary to report and interpret the movement to college students in the South. Although visits to or attendance at conferences during the spring of 1960 were often concerned with other aspects of human relations, most discussions inevitably turned to the sit-ins. This particularly true among Southern white students who were genuinely interested in this unique action of Negro college students and who began to question their own roles in the student movement. Through knowledge and experience gained in campus and community visits the Director was able to answer some of these questions and to give examples of student action in other parts of the South.

By March, 1960, as the student movement gained momentum, the desire for information increased; practically every human relations agency in the South was flooded daily with requests for material on the sit-ins. To help fulfill this need for information, the Project did some research and put together a seven-page newsletter, giving sources of information and some statistics on the sit-ins to date. The newsletter was sent to approximately one thousand contacts throughout the United States.

The first attempt toward any formal organization of the student movement was initiated by the Southern Christian Leadership Conference and occurred on Easter weekend of 1960. At that time approximately 130 students who had

been active in the sit-ins met at Shaw University in Raleigh, North Carolina to discuss non-violence and to exchange ideas and experiences. One of the recommendations passed at the meeting was that the Student Non-Violent Coordinating Committee be established to help coordinate finances and communications of the student movement. The Committee was to meet regularly and was to be composed of one representative from each Southern state, NSA, and the National Student Christian Federation. The two latter national organizations were included on the Committee so that the Southern students could stay in contact with students in the rest of the country.

The Project Director was present at the Raleigh conference and at the conference in Washington, D.C., sponsored by NSA the following weekend. The Washington conference was designed to bring student leaders from all parts of the country into direct contact with sit-in participants and to inform them of the nature and purposes of the movement.

From May to the present time the Project's main involvement in the student movement has been through the Student Non-Violent Coordinating Committee. The Director attended Committee meetings each month from May to October and served as a member of the Atlanta Advisory Committee to help open an Atlanta office for the Committee with one full-time staff person. The Committee meetings were concerned with putting out a monthly newsletter, drafting statements to present to the platform committees of the national party conventions, etc., but a great deal of time was spent in making plans for another general conference for leaders of the student movement.

Since a resolution passed by the National Congress of NSA in August urged that the Association "cooperate in every way possible" with the SNCC, and since the task of sponsoring a large conference was almost impossible for the one person then employed by the Committee in Atlanta, the Project staff helped in the work necessary for the general conference, which was held in Atlanta in October, 1960.

Immediately after the Conference the SNCC staff member left, and a temporary administrative secretary was employed. This change in staff, a lack of funds a constantly changing student leadership, and the necessity of keeping this a truly "student movement" have been problems that have caused the Atlanta Advisory Committee to devote a rather large portion of time this fall to the program and projects of the Student Non-Violent Coordinating Committee.

C. The Project and the Atlanta Student Movement

The work of the Project with the student movement in Atlanta is not included in the preceding section because of the somewhat unique role the Project has played in this one situation. The Project office had had no contact with the Atlanta Committee on the Appeal for Human Rights, the committee representing students from the six Negro colleges in Atlanta, until last spring, several weeks after the first sit-ins had taken place. At that time, the chairman of the Committee called upon the Project to bring into the Committee representatives of the five white colleges in the community. By this time the Project did have enough contacts to carry out this request, and at the following meeting all eleven colleges were represented. Although contact and cooperation among all the colleges has been somewhat sporadic since that time, the Project has made a continuous effort to keep interested white students in touch with the Committee and to help them in their efforts to participate in the movement, whether they be attendance at meetings, picketing, or sitting-in.

In addition to acting as liaison between white and Negro students in Atlanta, the Project has often been able to act as liaison between the students and some of the community organizations and agencies. Because the students consider the Project and NSA a "student" group, they have welcomed the Project staff at their meetings and have been willing to consider suggestions and advice brought by the Project from other concerned sources.

The Atlanta student committee has also asked the Project to help obtain white adults to act as observers at the sit-ins and to contact white adult organizations which might be interested in participating in the boycott of certain shopping areas until lunch counters have been desegregated.

D. Campus Visits

During the first year of the Project the Director has visited campuses in Tennessee, North Carolina, Georgia, Louisiana, Alabama, Mississippi, Texas and Arkansas. The purpose of these visits has varied. In some cases, campus groups have wanted advice and information on human relations programming or on organizing a seminar on human relations. As mentioned above, information on the student movement was gathered by visiting many Negro campuses; subsequently, this information was interpreted and passed on to students at white campuses. In the majority of initial campus visits, however, it

seemed wiser to simply feel the pulse of the campus on the whole subject of human relations and to establish contact with the students, faculty, and administration who would be interested in working with the Project on future programming.

E. Conferences

During the past year the Project Director has found it most worthwhile to attend student conferences sponsored by organizations with a concern for improving human relations in the South. One of the most beneficial of these conferences was the Eighteenth Ecumenical Conference of the National Student Christian Federation, held in Athens, Ohio in December, 1959. Race relations was one of the main topics of the conference, and the Director was able to meet college students from every Southern state. In most cases the student denominational groups were accompanied by their campus minister, and the Project has remained in contact with many of these students and ministers throughout the year.

When the student groups from Alabama and Louisiana returned to their campuses after the Athens Conference, they began to make plans to hold a similar conference on a state-wide level. In both cases the conference-planning group decided to make human relations one of the key topics, and the Project Director was asked to meet with the group at each planning session to give advice on speakers, program and materials in the human relations area. Because of the difficulties involved in holding an integrated meeting in these two states and because racial tension was at an even greater height last spring, neither of the conferences was held. An effort will be made, however, to hold these conferences this year.

In addition to helping plan conferences dealing with human relations, the Project Director has attended many conferences as a resource person. At the Southeastern Regional Conference of the YMCA-YWCA held at Blue Ridge, North Carolina, in June, the Director was asked to present a program on the student protest movement. The Director was also a resource person for the South Central Regional NSA Conference this fall in New Orleans, which brought Negro and white students together from four states in the Deep South.

Undoubtedly the best example of the Project's work on conferences was the North Carolina Student Human Relations Seminar, held this December in Chapel Hill.

The Seminar was co-sponsored by the University of North Carolina Student Government and the YMCA-YWCA; the Project worked very closely with these campus groups on the entire planning and financing of the meeting. Two delegates from each college in the state were invited and for two days heard speakers and attended workshops dealing with the Seminar theme of "Problems and Promise in a Changing South." The office has recently received a letter from the University, commenting on the success of the Seminar and asking if the Seminar might become an annual event.

As it has developed this year, the Project has initiated or worked on conferences which have been primarily on a state or regional level; often this was because of an immediate request for assistance from a student group already planning a state or regional conference, and sometimes because this approach drew the mose immediate response and support. However, the organizational experience gained from working on state and regional conferences, and the interim and ever-growing list of reliable contacts in Southern cities will be invaluable to the Director in planning Metropolitan Area Conferences. Greensboro, Atlanta and New Orleans are tentatively scheduled for Metropolitan Conferences in 1961.

F. Requests for Information and Work with Individual Students

As Southern college students have become increasingly aware of the existence of the Project, the office has received more and more requests for information concerning human relations. In addition to the numerous requests for material on the student movement, students have asked for bibliographies on human relations, for speakers and how to obtain them, and sometimes for materials to help them with papers they are writing for courses. Throughout the year the office has made an effort to build up a library, a newspaper clipping file, and a catalogue on materials that will enable the Project to answer these requests and to become in the future a more complete human relations information center for students.

The Project office has also acted as host to many student visitors during the past year. This group has included college students from Northern and Western campuses as well as international students, who were gathering information for course work or who had a personal interest in events in the South. Their visits have entailed giving them access to the Project files and materials and planning a schedule of appointments that would give them the greatest possible understanding of human relations in the South.

G. Cooperation with other Human Relations Agencies

The original Project prospectus states that the Project "would seek broad inter-agency cooperation and support." In the beginning months of the Project the Director spent a great deal of time becoming familiar with the personnel and programs of the various agencies working in human relations in the South. It is a fact that the Project could not have functioned nearly as effectively in the past twelve months without the full support and cooperation of the agencies in Atlanta and other parts of the South.

Attendance at the Southern Inter-Agency Conferences, the annual meeting of the National Association of Intergroup Relations Officials, and the Fisk Institute on Human Relations has given the Director an opportunity to see how the Project can cooperate with or participate in the program of other organizations. The Project office was often called upon as a center of information on the student movement, and, as mentioned earlier, the Director has made an effort to act as a liaison between the students in Atlanta and the agencies which are interested in their actions.

Other examples of cooperation are the Project's work in helping to set up intercollegiate workcamps in Atlanta with the American Friends Service Committee, the student workshop conducted by the Project in conjunction with the Georgia Council on Human Relations, and the various adult conferences to which the Project has brought students as speakers. Also, the Southern Regional Council and the Anti-Defamation League have been particularly helpful in supplying materials for various programs that the Project has sponsored.

H. Southern Advisory Committee Meetings

As suggested in the prospectus, the Southern Advisory Committee has met twice during the past year. The first meeting in December of 1959 was devoted to reviewing the previous Seminar and to helping the new Director see some of the possible roles that the Project might play. The second meeting in May of 1960 reviewed the activities of the Project and discussed plans for the Third Seminar to be held in August. As in the case of the human relations agencies, the members of the Southern Advisory Committee have been of inestimable service to the Project and to NSA. In the actual meetings of the Committee and throughout the year the Director and the national office of NSA have been able to call upon these individuals for advice and many times for their aid in carrying out programs in the South.

## II. Some Evaluations and Conclusions

When I came to Atlanta last December to begin the Project, I knew two things -- first, that I had a large grant from the Field Foundation; and secondly, that my work was all nicely outlined in a seven-page prospectus. This prospectus indicated, somewhat to my consternation, that I was a "full-time specialist in student human relations programming" and that the Project's operations would fall into three main categories:

(1) The Third and Fourth Southern Seminars held during the summer.
(2) Metropolitan, state and area conferences to bring students from different campuses together to discuss race relations.
(3) Conferences and programs concerning race relations to be held on individual campuses.

I certainly did not know that the Southern Project and the student sit-in movement would be launched almost simultaneously. There is no doubt that the student movement has, in some ways, changed the direction and work of the Project; and, as shown in the first section of this report, I have certainly spent a great deal of time on the movement. Below are some of the reasons why the Project became involved and why I feel that it must continue to work with the student movement.

In the first place, I believe that the student movement -- including the sit-ins and various other forms of demonstrations in the past year -- is certainly the most significant development in the history of students and human relations in the South. Of course, the most obvious illustration to support the above statement is the actual number of lunch counters and other facilities that have been desegregated since the sit-ins began. A second important aspect of the movement is that it is the first example of large numbers of students in the United States who have gained a real social consciousness which has caused them to act to bring about immediate social change. I feel, however, that the significance of the sit-ins in the South can be seen in several other areas.

Since February 1, 1960, the sit-ins have been a major topic of discussion among students throughout the South. With the sit-ins as the starting point of discussions the entire question of race relations in the South has thus been raised. I base this statement on a fact mentioned earlier -- that I did not attend a single student conference on any subject this year in which discussion, either formally or informally, did not ultimately turn to the sit-ins and

race relations. While many students who have talked about the situation are not yet in favor of the sit-ins or integration, they are at least talking and thinking about it to a degree that certainly never existed before.

Many people have suggested that the student movement has caused a break-down of communications among Negroes and whites in the South. While this may hold true for some of the paternalistic relationships that have existed for many years, expecially in the adult community, it is certainly not true in the Southern student community. If anything, the student movement has strengthened previous communications and has opened many new ones. Durham, North Carolina is a good example of this. Before the sit-ins white students at Duke University had practically no contact with Negro college students in the same city. Since the sit-ins, however, student groups from both colleges have met together regularly. This same pattern can be traced in numerous communities throughout the South.

The sit-ins -- by arousing thought and discussion and by causing new contact and communication between Negro and white students -- have led to a third step which is perhaps the most meaningful: the actual participation in the movement by white Southern students. Although the number is not overwhelming, it has been large enough to make an impact; and most important, the number has increased each month since the movement began. In Atlanta on election day, over the strong protest of their administrations, twenty-five college students picketed in the first all-white student demonstration in the Deep South; they were protesting the lack of equal voting rights for Negroes.

White college students in the South are slowly realizing that they too have a stake in the struggle for civil rights and are increasingly willing to do something about it. As a girl from South Carolina who attends a small Southern white college said to me after her college president had told her that her participation in the movement would jeopardize their fund-raising campaign: "I just don't understand. Here for three years I have been taught about democratic principles, about social concern, about Christian love, and now when I try to do something about it, am I to accept the idea that money is more important?"

Thus, while the Negro sit-in students have destroyed the myth that the Southern Negro is happy and contented, the Southern white students are destroying the myth that all Southern whites form a united front to "keep the Negro in his place."

Another valuable by-product of the student movement is the opportunities it is affording Southern Negro students in leadership training. At so many Negro colleges in the South the students are so thoroughly "led" by the faculty and administration that they have little chance to assume responsibility, to make decisions, or to act on the basis of their own thinking. Many of their meetings have illustrated a real lack of knowledge of basic democratic processes and a strong hesitation and sometimes inability to express themselves. During the past twelve months of the movement, which has been so essentially their responsibility, many of us have seen these students make remarkable gains in self-confidence and in maturity of judgment and action.

Although I have felt the great importance of working as much as possible with the student movement, I have also been aware of the continuing need for human relations programming on a much different level. The majority of students in the South, both Negro and white, are not going to be found on a picket line together, and a constant effort must be made to bring this larger group into contact to discuss the problems facing the South. Giving the opportunity for this contact has been the other main concentration during the past year. I do not feel that we can forget at any time the two statements that one hears after every integrated student conference in the South: "I have never until today spoken to an educated Negro;" and, "I didn't know before that I could ever really feel friendly toward a white person."

The need for creating this kind of experience is overwhelming in the Deep South, and this year the Project hopes to give more attention to this area. Some Negro and white students, even in Mississippi, have expressed their deep concern over their complete isolation from each other. We are now making plans for a work camp, probably in a neighboring state, which will give them the opportunity to meet together.

One interesting observation, which has been true in working with the student movement as well as in campus visits or conference work, is that the white student groups who are most concerned about improving race relations are the religious groups. The YWCA's, YMCA's and the denominational groups have generally been the most willing to cooperate in any of the Project's activities; while student government organizations, especially in the Deep South, are usually the least interested or the most hostile. I think the reason for the interest of the religious groups is obvious: these students try to solve the conflict they

see between the teachings of their church and the society in which they live each day. The reasons for the lack of interest among student government leaders is more complex. In some cases student governments are still little more than pawns of the administration and thus are prohibited from any type of action in this area. In other cases student leaders feel that they have been elected by their student body and should therefore carry out only the desires of their constituency, regardless of what their personal feelings may be.

I think that the lack of interest in human relations on the part of white Southern student governments is directly related to the small number of their student governments which are affiliated with NSA. These groups have not yet accepted a basic concept of NSA -- that the role of student government is to have a program of "service, education and action by creating an awareness of students' local, national and international responsibilities." This fact points out the continuing need for NSA to establish contact with these groups and to expand their vision and scope through the Association's national and international programs, as well as through the work of the Southern Project.

## III. Summary

In trying to generally evaluate the first year's work of the Project, it is difficult to measure its success or contribution in the field of human relations. I remember the comment of one of my advisors at the first Committee meeting: "Don't worry about your program for awhile. It will take you at least a year to discover what you can do, and even then you won't be able to do half of it." This has indeed proved true and is why this report does not include elaborate plans and programs for the second year of the Project. I can only say that I envision the coming year's work as a continuation -- as a process of building on some small foundations laid this year, with perhaps a little more knowledge and experience to guide us.

I do, however, after one year's work in the South, have several firm convictions that relate to the total meaning of the Project in the past and in the future. First of all, I can strongly reaffirm the principle on which the Southern Project was established -- that students in the South do want to learn and that they are willing to change their ideas. They do have dreams that differ from their parents', and, as shown this past year, some are ready to

FIRST DRAFT PROPOSED CURRICULUM

FOURTH SOUTHERN STUDENT HUMAN RELATIONS SEMINAR

August 1-18, 1961

TUESDAY, AUGUST 1

Afternoon Registration and assignment of rooms

Supper and informal session afterwards for introductions, etc.

WEDNESDAY, AUGUST 2

9:30 a.m. Discussion of the Fourth Seminar--purposes, what each participant expects, background of the Seminar and the Southern Project.

1:30 p.m. TOPIC: The Meaning of Human Relations--intergroup relations as a specific aspect of human relations; intergroup relations as a developing vocational field. General introduction of human relations, etc.

PERSONNEL: Dr. Dan Dodson, Director of Center for Human Relations, N.Y.U. School of Education.

3:30 p.m. Reading Period (Each afternoon from 3:30 until supper participants shall be required to spend time reading assigned materials or the book they have chosen to read during the Seminar. They shall be asked to hand in a brief reading report each morning, giving the number of pages they have read and a brief report on the content.)

THURSDAY, AUGUST 3

Both morning and afternoon sessions shall be devoted to a continuation of the discussions with Dr. Dodson. That evening--possible film on human relations techniques.

FRIDAY, AUGUST 4

Morning and afternoon sessions--THE CHANGING SOUTH--history and economics of the South; the effect of industrialism; changing patterns of race relations; factors affecting Southern attitudes. Role of segregation in the South; patterns in different regions of the South; arguments for and against racial practices in the South. PERSONNEL: Dr. James Silver, Dept. of History, University of Mississippi.

SATURDAY, AUGUST 5

Morning: continuation of discussion with Dr. Silver

FREE TIME UNTIL MONDAY MORNING

MONDAY, AUGUST 7

Morning: THE NEGRO IN AMERICA--History of the Negro in the U. S.; the Negro community; misconceptions about the Negro; effects of segregation; the NAACP and the struggle for equal rights. Dr. Thomas Pettigrew, Dept. of Social Psychology, Harvard.

Afternoon: THE NEGRO COMMUNITY IN THE SOUTH--effects on changes in the South on the Negro community; on attitudes toward Negroes; Negro leadership and new forces that are emerging; the impact of the sit-in movement and concerted efforts in the South. With Dr. Pettigrew.

TUESDAY, AUGUST 8

Morning: RACE AND PREJUDICE--Nature of race; racial prejudice; sociological effects of segregation. With Dr. Pettigrew.

Afternoon: Psychological aspects of prejudice; discrimination, segregation; effects on individuals. Dr. Pettigrew.

Evening: Rumor Clinic

WEDNESDAY, AUGUST 9

Morning: open session--Evaluation of Seminar thus far and time for discussion of what participants desire.

Afternoon: ANTI-SEMITISM IN THE SOUTH--History of anti-Semitism; relation between growth of anti-Semitism and progress in integration--reasons for this; recent incidents and reactions; role of ADL. With Mr. Arthur Levin, Director, Southeastern Office, ADL.

THURSDAY, AUGUST 10

Morning: The white resistance and hate groups, the John Birch Society, Gerald Smith, etc. The Black Muslims; the threats from the left and tactics of different groups. Description of the various agencies working in human relations in the South--SRC, ADL. With Mr. Arthur Levin.

Afternoon: SUPREME COURT DECISIONS AND LEGAL ASPECTS OF DESEGREGATION--Legal history of segregation; the constitution and bases for court decision; effects and implementation; retaliatory action by Southern state governments. Mr. Levin

FRIDAY, AUGUST 11

Morning: PUBLIC SCHOOL DESEGREGATION--Compliance with the Supreme Court decision in various sections of the South; effects of and problems in desegregation in public schools; study of communities that have desegregated successfully. Mr. Levin

Afternoon: DESEGREGATION IN HIGHER EDUCATION--History of college desegregation; reaction of students, faculty, administration, and community; problem areas and power structure involved, i.e., state legislature, Board of Regents, Board of Trustees. Mr. Levin.

FREE TIME UNTIL MONDAY MORNING

MONDAY, AUGUST 14

Morning: SOUTHERN POLITICS: PRECINCT TO PARTY and ECONOMICS OF SEGREGATION--Ward politics--the grass roots; the decision-makers, the absence of the two-party system in the South; the role of the South in the national parties. Economic aspects. Dr. Vivian Henderson, Professor of Economics, Fisk University. (voter registration)

Afternoon: LABOR AND THE SOUTH--Industrialization; relation between labor and the race question. Dr. Henderson.

TUESDAY, AUGUST 15

Morning: EMPLOYMENT PRACTICES IN THE SOUTH--Federal employment, employment in industry, professions and public services. Dr. Henderson.

Afternoon: Continuation of discussion with Dr. Henderson.

WEDNESDAY, AUGUST 16

Morning: THE MORAL AND ETHICAL ASPECTS OF SEGREGATION--Race and the Bible, race and the Church. Reverend Will D. Campbell.

Afternoon: Free Time--general discussion, possible film, etc. Possible panel on campus human relations programming.

THURSDAY, AUGUST 17

Morning: THE FEDERAL GOVERNMENT AND CIVIL RIGHTS--Involvement of new administration, attempts and needs; Committee on Employment, etc. Harold Fleming, Director, Potomac Institute, Washington, D. C.

Afternoon: THE SOUTHERN PRESS AND PUBLIC OPINION--The role of the Southern press; general attitudes of Southern editors; the influence of their newspaper on public opinion; the Negro press. Harold Fleming.

Mr. Fleming may also touch on the international ramifications of the race problem in the South unless the FSLP group will be available for a discussion with the Seminar group.

FRIDAY, AUGUST 18

Morning: Summary of Seminar and final evaluation--discussion of final evaluation papers of participants.

SATURDAY OR SUNDAY

Session with national officers of NSA for history and purposes of Association. Also a session for Congress orientation and choice of workshops and legislative committees for Congress.

Book reports due on Friday, August 18th.

Note: At some time during the Seminar we will have an open discussion on the student movement by the participants themselves and possibly a session with Sterling Brown in an aesthetic presentation of human relations.

* * * * * * * *

AGENDA

SOUTHERN ADVISORY COMMITTEE

June 2, 1961, Atlanta

Chairman: Timothy Jenkins, National Affairs Vice-President, NSA

I. Director's report on Project activities since January

II. Report on the visit of the RIC Team--Tim Jenkins and Constance Curry

III. The Southern University Student Government Association

IV. Discussion of the FReedom Rides

V. NSA's Cooperation with the Justice Department--Tim Jenkins

VI. Discussion of the future of the Project
1. Visit to the Field Foundation
2. Request for renewal and support of same
3. Addition of another staff person

VII. Discussion of other Southern programming
1. The Sit-in Leaders Seminar--Tim Jenkins
2. Southern Programming Vice-President--Tim Jenkins

VIII. Report on the Fourth Southern Student Human Relations Seminar

IX. Future activities of the Project --(fall programming)

X. Rightist Activities in the South

XI. Other business

XII. Next meeting of the Committee (of which there will not be, if the grant is not renewed)

(Lunch will be brought in for the Committee and we hope to adjourn by 5:30 or 6:00 p.m.)

REPORT ON 1961 SOUTHERN STUDENT HUMAN RELATIONS SEMINAR

For Southern Advisory Committee Meeting

June 2, 1961, Atlanta, Ga.

I. Dates and Location -- August 1-19, University of Wisconsin, Madison, Wisconsin

II. Seminar Personnel -- Consultant, Reverend Will Campbell; Director, Constance Curry

III. Seminar Mailing -- Beginning on March 29, letters of announcement, application forms and summaries of last year's program were sent to the following groups:

A. Student Body President and NSA coordinators at all NSA member schools in the Carolinas-Virginia Region, Great Southeast Region, Great Southwest Region and Kentucky-Tennessee Region.
B. All Southern members of the National Executive Committee of NSA.
C. Members of the Southern Advisory Committee.
D. '59 Seminar participants still in college.
E. '60 Seminar participants.
F. Approximately 50 individual student, faculty and organization contacts which had been made by the Director of the Project. (Some applications were also circulated by field personnel of other organizations, thus making the total in circulation about 200.)

IV. Applications -- We received 47 applications from students at 37 colleges in all Southern states except Florida and Arkansas. Of these, 30 were from white students and 17 were from Negro students; 24 were men, 23 were women; 18 were from all-white insitiutions; 13 were from prądominantly Negro ones; 16 were from desegregated insitiutions.

V. Selections -- (See below list of selections)
Members of the Selection Committee were Will Campbell, Seminar Consultant; Constance Curry, Seminar Director; Paul Rilling, Southern Regional Council; Leon Marion, World University Service; and Timothy Jenkins, National Affairs Vice President of NSA.
As suggested by the Advisory Committee, selections were made with attention to leadership potential in the human relations field and with consideration of:

A. Geographical location of college.
B. Balance of men and women participants.
C. Whether or not the college had participated before.
D. Personal interviews (27 of the applicants were interviewed or known personally by NSA staff or Advisory Committee members.)

VI. Curriculum and Schedule -- (See attached draft) The Seminar program will again last for three weeks this year. Attendance at the 14th National Student Congress of NSA can be financed and will be encouraged but will not be obligatory.

The preparation of the first draft of the curriculum was done in consultation with Will Campbell and Tim Jenkins and with the suggestions of the Southern Advisory Committee. As advised at the last meeting of the Committee, the number of resource persons has been reduced from 12 to 7. Suggestions and additions to the program will be expected from the Advisory Committee.

LIST OF SEMINAR PARTICIPANTS

| Name | School |
|---|---|
| Dan Bowen | Southwestern Univ., Memphis, Tenn. |
| Timothy Carr | University of the South, Sewanee, Tenn. |
| Judy Carter | University of Alabama |
| Jane Clay | University of Louisville, Ky. |
| Doris Gibson | Loyola University, New Orleans |
| Sally Hobbs | Duke University, Durham, N. C. |
| David Johns | Mississippi State University |
| Lui Manueco-Jenkins | Austin College, Sherman, Texas |
| John Mayshaak | Bishop College, Marshall, Texas |
| Bob Miller | University of Georgia |
| Jeff Mishoe | Clemson College, Clemson, S. C. |
| Yoniece Perry | Berry College, Rome, Ga. |
| Barbara Posey | University of Oklahoma |
| Irvin Penfield | University of Alabama |
| Faye Powell | Woman's College of Ga., Milledgeville |
| Johnnie Price | Spelman College, Atlanta, Ga. |
| Stuart Strenger | Georgia State College, Atlanta |
| Walter Williams | Jackson State College, Mississippi |
| Bob Zellner | (attended Huntingdon College in Alabama, but will be at Scarritt College in Nashville next year) |

PR
Exec file

UNITED STATES NATIONAL STUDENT ASSOCIATION

PROPOSAL FOR THE RENEWAL

OF THE

SOUTHERN STUDENT HUMAN RELATIONS PROJECT

## Introduction

USNSA requests a grant of $_____ to extend the operation of the SSHRP for a two year period. The Project will continue to involve extensive campus contact, metropolitan, state and area conferences, and the fifth and sixth Southern Student Human Relations Seminar and the Southern Student Human Relations Conference. It will continue to make use of broad interorganizational cooperation and support, along with the assistance of its Advisory Board of Southern educators, civic leaders, and human relations specialists.

The various modifications of this proposal from that previously submitted are the result of the considerations of the Advisory Board, the experiences of administrative difficulties, the interim developments in Southern race relations and lastly some eighteen additional months during which to better identify the problems and potentials in campus human relations.

## Background

Some projects are born with great possibilities, some projects achieve great possibilities, and some projects have great possibilities thrust upon them. In some sense, the SSHRP combines each of these sources of endowment.

During the past year and a half a more than slight body of evidence has been amassed to support the Project's original thesis that a human relations effort among students would be a singularly fertile area of endeavor. College campuses receptive to the Project's message were visited in some eight southern States. The assistance of the Project was sought numerously by organizations operating on the student level. The Project has additionally co-sponsored or made plans to sponsor special human relations conferences in North Carolina, South Carolina, and Texas. In trying to assay the success of these endeavors it is instructive to note that overtures have already been made to the Project, 1) to make the Seminar held at the University of North Carolina an annual affair, 2) to assist Mr. Marion Wright set up a similar conference in South Carolina to facilitate that State's peaceful desegregation on the college level.

In follow up studies of the participants in the Third Southern Student Human Relations Seminar conducted last summer, some 12 out of 15 were shown to have actively engaged in some

phase of human relations promotion on their campus. More than half of this number have also come to play major roles in the national and regional and even international program of the USNSA. This year some fifty applications were made for Seminar participation. With 35 of that 50 coming from white southerners at leading schools of the South, representing recent and probable sites of desegregation contest (University of Georgia, Clemson, University of Alabama and even Mississippi State). This broadening base of interest and awareness in the Project points to the personal contacts the Project has come to make while rendering service to individuals in the form of speakers lists, program guides, and bibliographies etc., on various human relations themes.

Then without arrogating a causal relationship, the past year of the Project's work must also be viewed in the context of last year's explosion of interest of southern students in race relations.

When sit-ins erupted shortly after the Project was set up, they put the Project in an uniquely strategic position for the entire U. S. student community. The immediate demands arising in the wake of sit-ins were those of reporting the progress of the student movement. This had to be done for northern and southern students alike, since press coverage seldom indulged more than passing attention. This need was reinforced by the fact that attendance at almost any conference on human relations inevitably involved the discussion of sit-ins. Then when N.S.A. became a supporter of sit-in activity an additional tax was levied on the time of the SSHRP staff to mediate the movement and this new national student interest. With the establishment of the southwide Student Nonviolent Coordinating Committee as the representative body of the movement, the Project staff was drawn into helping them open their offices in Atlanta and cooperating with their program. Given that SNCC represented the only student effort to coordinate the movement, a substantial time has been devoted to it ever since in addition to cooperation with the local Atlanta committee of students.

Thus many factors have played a part in making the Project a success: its original design; the resourcefulness of its staff; and even a boom from the unexpected.

Need

Inspite of last year's burgeoning student activity in race relations; inspite of the dramatically demonstrated need for student human relations on the newly desegregated campus; and inspite of the larger fact that the courts have seen fit to start driving the wedge toward an open society in the south first through the closed doors of segregated education - it

remains ironically true that the Project remains the only agency in the South devoted completely to working with white and Negro students in the field of human relations.

Now that cooperative contacts have been effectively established with virtually every human relations agency in the South; now that desegregation in higher education is at an all time high; and now that the new phenomenon of student direct action has been born in race relations - a new set of demands are being made on the Project far beyond the capacity of a single director and secretary.

Proposal

The Project staff will consist of a Director and an Assistant Director and a Secretary working as Project employees of USNSA with the continued advice of an interorganizational Advisory Board. The general operation of the Project would be carried on from Atlanta with permanent files being kept at the USNSA offices.

The innovation of an Assistant Director is principally aimed at allowing broader field programming with the goals of the Project remaining the same:

1. Communication and contact among students of good will be facilitated, thereby helping to create a situation in which greater knowledge of the South's human relations problems and racial tensions can be attained and in which the need for mutual good faith and cooperation can be recognized;

2. Understanding and sympathy in terms of problems, points of view, and proposals will be developed both among students, of diverse beliefs and attitudes and of both races;

3. Clarification, reformulation, and rethinking will be stimulated among students participating in the project both because of the specific content and as a result of the interracial, "open" situations it creates;

4. Realization of the inevitability of desegregation will tend to result from a serious consideration of the legal, economical, and educational considerations involved in Southern heritage, the Southern present, and the possible Southern future;

5. An interracial, interpersonal experience totally different from previous knowledge will be provided for most of those participating and will through its uniqueness serve to reinforce and make meaningful the more formal content of the program

6. The development and practical applications and the training of the campus leadership for good human relations will be an integral part of the Project and its component programs.

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • AREA CODE 215 • BAring 2-1106 • CABLE, NATSTUD

September 24, 1962

WBK
PRV
MA-file

Dr. Leslie Dunbar
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Les:

After talking with you and Wiley last Thursday, about the article for the Southern Patriot, I called Anne Braden, as she had requested. I told her about our policy for the past 2½ years of having no publicity on any of the programs sponsored by the NSA Southern Project and explained some of the reasons why.

She said that this was understandable and then asked if the article, which she felt was a good one, could be used, if there was no mention of Dorothy or of the National Student Association. She also said that Dorothy and I could make any changes that might save the feelings of any of the people in Raleigh, and I really felt that under these above conditions that it would be all right for them to use it, especially since Jane had done the article for them.

In any case, I did want you to know how the things finally came out, and I have enclosed a copy of the article as it is to appear in the publication. These situations get very confusing at times! Please let me know if you have any questions, and thank you for your advice last week.

Sincerely,

Connie

Constance Curry, Director
Southern Project, NSA
Room 701, 41 Exchange Place, SE
Atlanta 3, Georgia

ASSOCIATED WITH: American Council on Education • International Student Conference • U. S. Commission for UNESCO • World University Service • Council on Student Travel • Young Adult Council • Nat'l Citizens Committee for UN Day • Nat'l Scholarship Service & Fund for Negro Students

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**NEAL W. JOHNSTON**
University of Chicago

•

**Southern Human Relations Project**
41 Exchange Place, S.E.
Atlanta 3, Georgia
**West Coast Office**
2161 Shattuck Avenue
Berkeley, California

•

**INTERNATIONAL AFFAIRS**
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Saint John's University
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University of Oklahoma
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**Educational Travel, Inc.**
20 West 38th Street
New York 18, New York
2161 Shattuck Avenue
Berkeley, California

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fifteenth NATIONAL STUDENT CONGRESS
OHIO STATE UNIVERSITY • AUGUST 19 TO AUGUST 30, 1962

Southern Patriot--October Issue

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(Throughout the South this past summer teams of young people were working to increase Negro Voter registration. In some areas, they encountered violence ---- see story page 1; in other areas, there were other, more subtle, obstacles. This is a report on a project in Raleigh, N. C. The author was one member of the student team.)

Raleigh, N. C. ----- The greatest obstacle to Negro political participation in the South may not be so concrete a thing as economic or physical threat.

Some cities and areas do not indulge in such nor do they employ the double standard in the registration of Negro voters. What, then, is the obstacle?

We sought, and perhaps found the answer this summer in Raleigh, N. C. Fifteen students, Negro and white, participated in a seven week voter registration project, which was done in conjunction with an association of all Negro organizations in the area.

We found that 12,000 Negroes were of voting age. As of June 15, 4,950 were registered. By the end of the project (August 3), 1,650 more were on the rolls. This is good.

The project might be called a success, were it not for the fact that we talked to thousands more in the course of the summer who were not registered voters and would not walk as far as the car to become so. (even though a large number refused because they knew they could not pass the literacy test.

We called it apathy until a project member declared that the "apathy" was a mere result of years in isolation, years without a voice in making the decisions by which they nonetheless had to live.

Little wonder, yes. Little wonder that the Negroes on Cannon Street or Fisher Street or any street in Raleigh, N. C., would not walk the 10 paces to our mobile registration outfit.

A seven-week student project can make a dent, but this Outsideness of so many citizens--the result of segregation-- can be alleviated only by a strong local citizenship education. Negro leaders in Raleigh and elsewhere have this responsibility.

The Raleigh Citizens Association, composed of the professional class, is removed from the mass of people who lead the lives of domestics and workers. The gap, unfilled by a Negro middle class ( which is extremely minimal in Raleigh), is a large one.

It is large enough for ideas and challenge to become lost in the process of moving from leader to people. In Raleigh few successful attempts had been made to close this gap in terms of precinct and block organization or grass-roots education for political participation.

From session after session in which the project members and local Negro leaders sought answers together, there emerged thought and determination sufficient to begin an attack on Outsideness and the gap within the Negro community itself.

We did not succeed, We did not fail.. We began. The fact that 1,650 more Negroes are registered means the beginning was good. Much hard work was done.

Members of the project devised an excellent canvassing system complete with "floating registrars," follow-up procedures, and thorough record keeping. We covered the predominantly Negro precincts and left our "house in order" for the Raleigh Citizens Association to take up the long and difficult continuation.

Ours was a pilot project. We learned techniques. We could write a book on method and devise a good program for voter registration campaigns. Such knowledge is valuable.

Valuable also is the encounter with Outsideness--another painful meeting with segregation. This encounter we had reckoned on. You always do. But you are not prepared for the way it makes you feel.

Someone in a dirty house on an unpaved rutty road says, "Naw, I ain't ever voted. Don't see no use in it. Naw, don't believe so..."

You talk and talk and finally you walk away from the encounter. After the pain leaves a little you dig in...because it's going to be long and hard...but it's going to be. The summer of '62 toughened some of us. And that is good. The summer brought 1,650 people a step from the Outside. And that is very good.

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • AREA CODE 215 • BAring 2-1700 • CABLE, NATSTUD

NB - Supplies would be on hand
TA - file
MA - file

December 17, 1962

Mr. Les Dunbar, Director
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta, Georgia

Dear Les:

Enclosed is a copy of the announcement that I sent out concerning the meeting for student groups on Voter Registration. Since I wrote it, I have checked with Paul Anthony and found that we can hold the meeting at the Waluhaje, directly after the Southern Inter-agency Meeting.

I know that this is probably bad for you, since there will be a lot of people in town who need to talk to you, but I do feel that it is imperative that you be there, and I am remembering what you said about preferring to meet late on Friday than on the weekend. So, I am asking you to put it in your book or on your calendar or whatever you have that keeps record of things you must do.

I am sending a copy of the announcement to Wiley and hope it can be worked out that he and Jack can be there also.

I haven't decided how to organize the discussion, so any suggestions would be most welcome.

I shall hope to see you in Nashville and in the meantime, I wish you a very joyous Christmas.

Sincerely,

Connie

Constance Curry, Director
Southern Project, NSA
Room 701, 41 Exchange Place, SE
Atlanta 3, Georgia

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2161 Shattuck Avenue
Berkeley, California
**Educational Travel, Inc.**
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41 Exchange Place, S.E.
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**DR. EUGENE FONTINELL**
*Professor*
Queens College
*Chairman Financial Advisory Board*
**RUTH HAGY BROD**

PROPOSED MEETING FOR STUDENT ORGANIZATIONS INTERESTED
IN VOTER EDUCATION PROGRAMS IN THE SOUTH

For the past few months several student organizations have expressed interest in sponsoring summer programs that would enable students to contribute to the voter education drives that are now taking place in the South. While some of these groups have already begun investigations of possible locations for such projects, other groups are not sure what exactly the role of students might be, and there seems to be a need for a sharing of experiences from past projects and an exploration of future possibilities.

In light of this need, the office of the Southern Project of the National Student Association is calling a meeting of representatives from the various student organizations who are interested in discussing the concerns mentioned above. Since several of the people involved will already be in Atlanta for the Southern Inter-agency Conference on January 3-4, we are proposing that the meeting for student groups be held immediately following the SIC meeting. This will mean that our meeting will begin at approximately 4:00 p.m. on Friday, January 4th, and if necessary, we can continue on Saturday. We will notify you later as to the place where the meeting will be held.

Another reason for holding the meeting in Atlanta is that this will enable us to have the advice of personnel from the Southern Regional Council and the Voter Education Project. I have discussed the matter with them, and they are most interested in meeting with the student groups.

This notice is being sent to the organizations listed below. If you know of other groups who should be invited, please let me know. Also, I will appreciate your returning the enclosed postcard to me and your notifying me if you have any specific items that you would like placed on the agenda for the meeting.

National Student Christian Federation
American Friends Service Committee
U. S. National Student Association
Student Nonviolent Coordinating Committee
National Student YWCA
National Student YMCA
Northern Student Movement
Students for a Democratic Society
NAACP Youth Council

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • AREA CODE 215 • BAring 2-1106 • CABLE, NATSTUD


July 26, 1963

file

Southern Project
Connie Curry

Dr. Leslie Dunbar
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Les:

This letter is to give you final information on the Sixth Southern Student Human Relations Seminar. The Seminar will take place at Indiana University in Bloomington, from July 29-August 18, and its purpose is to give twenty Southern students an opportunity to study intesively the history, economics, politics, etc. of the South as they have affected human relations. I have enclosed a list that will give you some idea of the colleges and areas that the students will be representing.

During the course of the three-week study, we bring in resource people to give presentations on various topics, and we are looking forward to having you with us on Wednesday, August 7th and Thursday, August 8th. We usually have a morning and afternoon session of two hours or so each, and the format has been for the resource person to make his presentation and then allow time for questions and discussion.

There is an Eastern Airlines Flight that leaves Atlanta at 11:35 A.M. and arrives in Indianapolis at 1:45 P.M. We will plan to meet you at the airport and to start the afternoon session a little late--around 3:00. During this first session, we would like you to cover the general topic of Southern politics, mentioning some of the more colorful figures, how they have influenced race relations and differed from the national parties, the impact of voter registration drives, etc.

Then, on Thursday morning, we will have the session on Southern economics. This again, should be an overview, mentioning the agrarian economy and how it is changing, the poverty of the past, current changes--urbanization, industrialization, etc. The Thursday afternoon session will be your own interpretation of what is happening in the South today, and I looked it up on my little piece of paper, and I swear that Will said "Ask Les to give the talk he gave at the DuBose Conference." Anyway, I at least passed the message on and now you can plan to say what you want--and that really goes for all three sessions since the program is very informal.


ASSOCIATED WITH: American Council on Education • International Student Conference • U. S. Commission for UNESCO • World University Service • Council on Student Travel • Young Adult Council • American Association for the U.N. • Nat'l Scholarship Service & Fund for Negro Students

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Loyola of the South
*Director, Academic Freedom Project*
**NEAL JOHNSTON**
University of Chicago
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**Southern Human Relations Project**
41 Exchange Place, S.E.
Atlanta 3, Georgia

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Queens College
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**RUTH HAGY BROD**

All of the Seminar personnel will be staying in Harper Hall, Foster Quadrangle at the University, and we will be meeting there also. If you need to be contacted, the telephone number is 337-1005 (Area Code 812).

You mentioned earlier that your office will bill us for your travel expenses, and we will, of course take care of all other expenses.

If you should need to reach us for any reason, you may call the above number; otherwise, we shall see you on August 7th. Thanks so very much for accepting the invitation to be with us.

Sincerely,

Connie

Constance Curry, Director
Southern Project, NSA
Room 701, 41 Exchange Place, SE
Atlanta 3, Georgia

p.s. Enclosed is a copy of the program--by the way, I just talked to Will, and that DuBose thing was the speech that you made at Monteagle--is that familiar?

LIST OF PARTICIPANTS AND STAFF
SIXTH SOUTHERN STUDENT HUMAN RELATIONS SEMINAR

1. Bernard Bagert, Jr.
6300 Perlita Drive
New Orleans, Louisiana
(Loyola University)

2. Roberts Bailey
430 Brenau Avenue
Gainesville, Georgia
(University of the South, Tenn.)

3. Bobby G. Carter
4 Sunrise Drive
Rome, Georgia
(Mercer University)

4. U. W. Clemon
515 Oak Avenue
Westfield, Alabama
(Miles College)

5. Helena R. Frenkil
Box 5
Hempstead, Texas
(University of Texas)

6. Thomas A. Gay
1214 North 18th Street
Philadelphia 21, Pennsylvania
(Clark College, Georgia)

7. Malachi J. Greene
2200 Augusta Street
Charlotte 7, North Carolina
(Charlotte College)

8. Susan H. Hall
1341 Providence Road
Charlotte 7, North Carolina
(Hollins College, Virginia)

9. Sarah Lou Hodges
360 West Brainard Street
Pensacola, Florida
(Agnes Scott College, Georgia)

10. Mary Elizabeth Johnson
421 East Orr Street
Anderson, South Carolina
(Erskine College)

11. Steve Johnston
2109 Tremont Avenue
Concord, North Carolina
(North Carolina State College)

12. Gladys Inez Knight
2602 Johnson Drive
Columbus, Georgia
(Troy State College, Alabama)

13. Delores E. Langley
2028 Burton Street
Columbia, South Carolina
(Bennett College, North Carolina)

14. Annie Pearl Mack
Route 4, Box 167
Carthage, Mississippi
(Rust College)

15. Tom Mallison, Jr.
310 Clairmont Circle
Greenville, North Carolina
(East Carolina College)

16. Herschel C. Marcus
127 Morris Avenue, North
Birmingham, Alabama
(Talladega College)

17. Thomas McAdam, III
180 Mills Drive
Louisville 16, Kentucky
(Bellarmine College)

18. Mary Carlton O'Neal
1601 Wynnton Road
Columbus, Georgia
(University of South Carolina)

19. Janice Rouzan
1863 Industry Street
New Orleans 19, Louisiana
(Xavier University)

20. Candace Swanson
2611 Evergreen Street, S. E.
Huntsville, Alabama
(University of Alabama)

Staff

Seminar Director
Constance Curry
Room 701, 41 Exchange Place, S. E.
Atlanta 3, Georgia (JA 3-8322)

Seminar Consultant
Reverend Will D. Campbell
Box 1083
Nashville, Tennessee

SCHEDULE AND PROGRAM

SIXTH SOUTHERN STUDENT HUMAN RELATIONS SEMINAR

July 29 - August 18, 1963

Indiana University, Bloomington

MONDAY, JULY 29

Afternoon: Registration and assignment of rooms

Supper and informal evening session for introduction of Seminar personnel and program.

DAILY SCHEDULE, BEGINNING ON TUESDAY, JULY 30

9:30 A.M. (All morning sessions will begin at 9:30.) Group will meet for presentation by a resource person, reading of papers by participants, or for other programs to be announced from day-to-day.

1:30 P.M. (All afternoon sessions will begin at 1:30.) Same format as morning session.

4:00 P.M. Reading Period (Each afternoon from 4:00 until supper, participants will be required to spend time reading assigned materials or doing research on their papers to be presented to the entire group. At the beginning of sessions with speakers, students will be called on to give brief reports or to discuss the assigned reading materials that they have read in preparation for the day's topic.)

7-9 P.M. Work Sessions (individual and small group assignments, research on papers, films, panels, etc.)

LIST OF DATES: GENERAL TOPICS AND RESOURCE PERSONNEL

1. August 1-2: "Southern History;" "The Changing South." Dr. Orville Taylor, Department of History, Asheville-Biltmore College, North Carolina.

2. August 5-6: "The Negro in America;" "The Negro Community in the South;" "Race and Prejudice." Dr. Thomas Pettigrew, Department of Social Psychology, Harvard University.

3. August 7-8: "Southern Politics;" "Southern Economics;" "Interpretation of Events in the South Today." Dr. Leslie Dunbar, Executive Director, Southern Regional Council, Atlanta, Georgia.

4. August 9-10: "Direct Action in the South;" "The Student Nonviolent Coordinating Committee." Mr. John Lewis, Chairman, SNCC, Atlanta, Georgia.

5. August 12: "The Role of the Federal Government in Civil Rights Activities." Arthur B. Caldwell, Civil Rights Division, U.S. Department of Justice.

6. August 15: "Labor Unions and Employment in the South." Dr. Emory Via, School of Workers, University of Wisconsin.

Nat'l. Stu Assn

August 13, 1963

Miss Connie Curry
Southern Project, NSA
41 Exchange Place, S. E.
Atlanta 3, Georgia

Dear Connie:

Leslie Dunbar asked that I send you an accounting of his travel expenses for the Indianapolis, Indiana, trip of August 6 and 7. They are as follows:

| | |
|---|---|
| Round trip plane fare | $76.23 |
| Atlanta airport bus | 2.70 |
| Breakfast | 1.50 |
| Total | $80.43 |

Sincerely yours,

Ruth House Alexander

RHA/hs

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • AREA CODE 215 • BAring 2-1106 • CABLE, NATSTUD

September 23, 1963

Dr. Leslie Dunbar
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Les:

Please excuse the delay in my writing to thank you for coming to the Seminar in Bloomington. I have been meaning to call you since I got back, but I have been so behind in everything that I haven't had a chance. I stayed in Bloomington until Labor Day and then I took Helena to Houston on the plane. Will may have told you that the x-rays taken there showed that both of the bones had slipped completely off and that another operation was necessary. In any case, I stayed there for a while, and when I finally did get back to Atlanta, it left me only three weeks to catch up on my work and try to get ready for this trip to Russia.

By the way, I talked to Helena last week and she is at home, walking on crutches and expecting to go back to school soon, so, with only the problem of insurance coverage remaining, I think that everything is going to be all right.

Although I had to miss part of your lectures and was in a fog most of the remaining time, I know from the student evaluations that you did an excellent job with your presentations at the Seminar. All of them commented on the amount of knowledge and information they gained during your stay, and several of them mentioned that while you knew so many facts, you also seemed so very concerned and human in your analysis of problems. I really do appreciate your taking time to come up to help with the program, especially when I know what a busy schedule you have. Will and I both knew that you would do an excellent job and felt very lucky that you accepted the invitation.

Right now I am going out of my mind trying to prepare for this trip to Russia--I have never felt so uninformed and inadequate as I do now in trying to absorb all this information on peaceful co-existence, the Russian-Chinese split, etc. I feel like I haven't thought about anything but race in four years.

Thank you again for your help with the Seminar and for your aid and interest in the Southern Project.

Sincerely,

Connie

Constance Curry

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41 Exchange Place, S.E.
Atlanta 3, Georgia

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File
U.S. Nat'l. Student
Association

May 28, 1964

Miss Pat Knight
Assistant Director
Southern Project, NSA
41 Exchange Place, S. E.
Atlanta, Georgia

Dear Miss Knight:

I can't do it. I would like to do it, but I can't. Thank you for asking me back.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

# UNITED STATES NATIONAL STUDENT ASSOCIATION

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West Coast Office
2161 Shattuck Avenue
Berkeley, California

Educational Travel, Inc.
265 Madison Avenue
New York 16, New York

West Coast Office
1355 Westwood Boulevard
Los Angeles, California

Southern Human Relations Project
41 Exchange Place, S.E.
Atlanta 3, Georgia

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May 21, 1964

Dr Leslie Dunbar
Executive Director
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Dr. Dunbar:

As you know, the Southern Student Human Relations Seminar of the United States National Student Association will be held this summer at the University of Minnesota in Minneapolis, July 27 through August 15.

We have scheduled three sessions of the Seminar to deal with Southern politics, desegregation in education and economics and labor in the South. If it is possible, we would like for you to address the seminar participants on three days on these topics. We have tenatively set the dates for the presentations for Thursday, August 6; Friday, August 7; and Saturday, August 8.

For the session dealing with Southern politics, we are interested in the discussion you presented last year, dealing with the colorful figures, the ways in which Southern polotics has differed from national parties, etc.

The school desegregation session would be an overview of progress made since the 1954 Supreme Court decision, and action taken by Southern states to prevent school desegregation.

The third session dealing with economics and labor would, again, be similar to what you presented to the group last year--the South's agrarian economy, and the changes brought by industrialization and urbanization.

We realize that we are making a rather large request to ask that you attend three sessions of the Seminar. The Saturday session, however, will last only half a day. If these dates are convenient for you, you could arrange the presentations in the sequence you wish.

In this way, you could leave the half day session to the topic you feel warrents the least discussion.

The Project will, of course, take care of your travel expenses and other expenses. Thank you for your consideration of this matter. We shall look forward to hearing from you.

Sincerely,

Pat Knight

Pat Knight, Assistant Director
Southern Project, NSA
41 Exchange Place, S.E.
Atlanta, Georgia

file
U.S.N.A.'s Student Assn.
(Southern Project)

June 25, 1965

Mr. M. Hayes Mizell
Director
Southern Student Human Relations Project
U. S. N. S. A.
41 Exchange Place, S.E., Rm. 701
Atlanta, Georgia

Dear Hayes:

I think it is clear now that I cannot take part in the Louisville seminar. I am sorry.

If you would like for me to try to arrange a replacement, give me a call.

Sincerely,

Leslie W. Dunbar
Executive Director

LWD:nm

File
U.S. Nat'l. Student Assn.
Southern Project

April 5, 1965

Mr. M. Hayes Mizell
Director
Southern Student Human Relations Project
U. S. N. S. A.
Room 701, 41 Exchange Place, S. E.
Atlanta, Georgia

Dear Hayes:

I shall endeavor to take part in your seminar in Louisville on August 4 and 5.

As I told you over the telephone, my schedule is such this year that I cannot accept this invitation except with the understanding that I may, when the time comes, suggest a substitute. I would like to add that I shall have to come pretty much as I am; that is, without special preparation. If, under these circumstances, you wish to invite someone else, please do not hesitate.

Thank you very much for the invitation. I enjoyed the group a couple years ago in Indiana, and I am sure I shall again.

I shall appreciate receiving travel expenses.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

Rec'd 3/8/65

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA, PA. 19104 • AREA CODE 215—BAring 2-1106 • CABLE, NATSTUD

PA-7

Atlanta, Georgia
March 5, 1965

Dr. Leslie Dunbar, Executive Director
Southern Regional Council, Inc.
5 Forsyth Street
Atlanta, Georgia

Dear Dr. Dunbar:

This summer the Southern Student Human Relations Project of the United States National Student Association, is again sponsoring the Southern Student Human Relations Seminar. The Seminar will be held at the University of Louisville in Louisville, Kentucky, August 1 through August 20. About twenty Negro and white students from Southern colleges will be participating. The purpose of the Seminar is to provide for Southern students an intensive study of Southern history, politics, economics, culture, religion, and human relations so that they might be better prepared to deal with the problems facing the South today.

The format of the Seminar is relatively simple. Resource people are brought in to give presentations on various subjects and to discuss these with the students. The whole affair is quite informal, and hopefully this encourages the speakers to be quite candid and honest in their remarks. Too, I feel that it is absolutely imperative to have speakers who can effectively communicate with the students and stimulate their interest in the subject under discussion.

It would mean a great deal to me and to the Seminar participants if you would consent to serve as our speaker and resource person for the subject of Southern politics. Frankly, I feel that you are the only person qualified to speak on this subject the way Joe Hendricks, the Seminar consultant, and I want it presented. The Seminar participants need to be exposed to your fresh and fairsighted thinking as well as to your superb academic knowledge of the subject.

Ideally, we would like for you to be with us for the entire days of August 4 and 5, though you could leave after 4:00 p.m. on Thursday, the 5th. What we want, generally, is to give the students a deeper analysis of Southern politics and Southern political problems than they ordinarily get from their newspapers, magazines, etc.

You will notice on the enclosed schedule that there would be four "periods" when you would speak. I think this arrangement lends itself rather well to the four areas of Southern politics that I would like for you to discuss. They are: (1) An overview of Southern politics today, how Southern politics have changed in the last ten years (2) Discussion of the participation of the Negro in Southern political life (3) Specific problems confronting Southern political leaders now and in the future (4) The realities of Southern politics

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**Educational Travel, Inc.**
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**Southern Human Relations Project**
41 Exchange Place, S.E.
Atlanta, Georgia 30303

**USNSA Insurance Trust**
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P. O. Box 1322
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Department of Health,
Education and Welfare

the students' role role in politics, Southern politics as related to the national scene. Obviously, these are rather broad topics for discussion in such a limited time, but you would be free to handle them as you see fit. Hopefully, however, you would keep in mind that we are striving to inform and to encourage the students to think about the political problems of the present and future, not those of the past. I would urge you to be as creative and interpretive in your presentations as you please, giving emphasis to those trends, events, and personalities which you feel are the most important.

I would like to say that we hope to have our participants do some reading before they come to the Seminar as well as some study while they are there, so that they will be well prepared to discuss the Seminar topics intelligently. The period set aside for discussion groups is specifically for this purpose, though we hope there will be opportunities for give-and-take between the participants and the speaker during the "periods" set aside for the speaker.

If necessary, we will take care of your travel expenses to and from Louisville, by plane. Your room, board, and all other expenses can also be taken care of by the Southern Project.

Dr. Dunbar, I hope that I have been able to convey to you the importance of this Seminar and why I feel that it is so important to have you talk on the subject of Southern politics. We need you badly at this Seminar. I sincerely hope that in spite of your busy schedule you will be able to accept this invitation. We feel that the Seminar is vital to the development of Southern students and to the development of the region as well. Thank you very much for your courtesy and cooperation in considering my request. I will be looking forward to hearing from you as soon as possible.

Sincerely,

M. Hayes Mizell

M. Hayes Mizell, Director
Southern Student Human Relations Project, USNSA
Room 701, 41 Exchange Place, S. E.
Atlanta, Georgia 30303

MHM:nfb
Enclosure

# TENTATIVE SCHEDULE

## 8TH SOUTHERN STUDENT HUMAN RELATIONS SEMINAR

University of Louisville
Louisville, Kentucky

August 1-20, 1965

| | | | | |
|---|---|---|---|---|
| August | 1 | Sunday, P.M. | | Registration, room assignments |
| | | | 5:00 - 6:00 p.m. | Supper |
| | | | 7:00 p.m. | Opening remarks and instructions |
| | | | | Introductions |
| | | | | Informal mixing |
| August | 2 | Monday | 8:30 - 9:30 a.m. | History & Purpose of SSHRS |
| | | | 9:30 -10:45 a.m. | Southern History |
| | | | 11:00 -12:00 a.m. | Study |
| | | | 12:00 - 1:30 p.m. | Lunch |
| | | | 1:30 - 2:45 p.m. | Southern History |
| | | | 3:00 - 4:00 p.m. | Discussion groups |
| | | | 4:00 - 5:00 p.m. | Study |
| | | | 5:00 - 6:30 p.m. | Supper |
| | | | 6:30 - 7:45 p.m. | State Survey |
| | | | 7:45 - 9:00 p.m. | State Survey |
| August | 3 | Tuesday | 9:00 -10:45 a.m. | Southern History |
| | | | 11:00 -12:00 a.m. | Study |
| | | | 12:00 - 1:30 p.m. | Lunch |
| | | | 1:30 - 3:30 p.m. | Southern History |
| | | | 4:00 - 5:00 p.m. | Study |
| | | | 5:00 - 6:30 p.m. | Supper |
| | | | 6:30 - 7:45 p.m. | State survey |
| | | | 7:45 - 9:00 p.m. | State survey |
| ✓August | 4 | Wednesday | ✓9:00 -10:45 a.m. | Southern [redacted] Politics |
| | | | 11:00 -12:00 a.m. | Study |
| | | | 12:00 - 1:30 p.m. | Lunch |
| | | | ✓1:30 - 2:45 p.m. | Southern [redacted] Politics |
| | | | 3:00 - 4:00 p.m. | Discussion groups |
| | | | 4:00 - 5:00 p.m. | Study |
| | | | 5:00 - 6:30 P.M. | Supper |
| | | | 6:30 - 7:45 p.m. | State survey |
| | | | 7:45 - 9:00 p.m. | State survey |
| ✓August | 5 | Thursday | ✓9:00 -10:45 a.m. | Southern [redacted] Politics |
| | | | 11:00--12:00 a.m. | Study |
| | | | 12:00 - 1:30 p.m. | Lunch |
| | | | ✓1:30 - 3:30 p.m. | Southern [redacted] Politics |
| | | | 4:00 - 5:00 p.m. | Study |
| | | | 5:00 - 6:30 p.m. | Supper |
| | | | 6:30 - 7:45 p.m. | State survey |
| | | | 7:45 - 9:00 p.m. | State survey |

| | | | | |
|---|---|---|---|---|
| August | 6 | Friday | 9:00 -10:45 a.m. | Southern Literature |
| | | | 11:00 -12:00 a.m. | Study |
| | | | 12:00 - 1:30 p.m. | Lunch |
| | | | 1:30 - 3:30 p.m. | Southern Literature |
| | | | 4:00 - 5:00 p.m. | Study |
| | | | 5:00 - 6:30 p.m. | Supper |
| | | | 6:30 - 7:45 p.m. | State survey |
| | | | 7:45 - 9:00 p.m. | State survey |
| August | 7 | Saturday | 9:00 -12:00 a.m. | Southern [redacted] LITERATURE |
| | | | Free | |
| August | 8 | Sunday | Free | |
| August | 9 | Monday | 9:00 -10:45 a.m. | Southern Music |
| | | | 11:00 -12:00 a.m. | Study |
| | | | 12:00 - 1:30 p.m. | Lunch |
| | | | 1:30 - 2:45 p.m. | Southern Music |
| | | | 3:00 - 4:00 p.m. | Discussion groups |
| | | | 4:00 - 5:00 p.m. | Study |
| | | | 5:00 - 6:30 p.m. | Supper |
| | | | 6:30 - 7:45 p.m. | Student report |
| August | 10 | Tuesday | 9:00 -10:45 a.m. | Southern Music |
| | | | 11:00 -12:00 a.m. | Study |
| | | | 12:00 - 1:30 p.m. | Lunch |
| | | | 1:30 - 3:30 p.m. | Employment |
| | | | 4:00 - 5:00 p.m. | Study |
| | | | 5:00 - 6:30 p.m. | Supper |
| | | | 6:30 - 7:45 p.m. | Student report |
| August | 11 | Wednesday | 9:00 -10:45 a.m. | Southern Economy |
| | | | 11:00 -12:00 a.m. | Study |
| | | | 12:00 - 1:30 p.m. | Lunch |
| | | | 1:30 - 2:45 p.m. | Southern Economy |
| | | | 3:00 - 4:00 p.m. | Discussion groups |
| | | | 4:00 - 5:00 p.m. | Study |
| | | | 5:00 - 6:30 p.m. | Supper |
| | | | 6:30 - 7:45 p.m. | Student report |
| August | 12 | Thursday | 9:00 -10:45 a.m. | Southern Economy |
| | | | 11:00 -12:00 a.m. | Study |
| | | | 12:00 - 1:30 p.m. | Lunch |
| | | | 1:30 - 3:30 p.m. | Southern Economy |
| | | | 4:00 - 5:00 p.m. | Study |
| | | | 5:00 - 6:30 P.m. | Supper |
| | | | 6:30 - 7:45 p.m. | Student report |
| August | 13 | Friday | 9:00 -10:45 a.m. | Religion & Race |
| | | | 11:00 -12:00 a.m. | Study |
| | | | 12:00 - 1:30 p.m. | Lunch |
| | | | 1:30 - 2:45 p.m. | Religion & Race |
| | | | 3:00 - 4:00 p.m. | Discussion groups |
| | | | 4:00 - 5:00 p.m. | Study |
| | | | 5:00 - 6:30 p.m. | Supper |
| | | | 6:30 - 7:45 p.m. | Student report |

| | | | | |
|---|---|---|---|---|
| August | 14 | Saturday | 9:00 -12:00 a.m. | Religion and Race |
| | | | Free | |
| August | 15 | Sunday | Free | |
| August | 16 | Monday | 9:00 -10:45 a.m. | Civil Liberties in the South |
| | | | 11:00 -12:00 a.m. | Study |
| | | | 12:00 - 1:30 p.m. | Lunch |
| | | | 1:30 - 2:45 p.m. | Civil Liberties in the South |
| | | | 3:00 - 4:00 p.m. | Discussion groups |
| | | | 4:00 - 5:00 p.m. | Study |
| | | | 5:00 - 6:30 p.m. | Supper |
| | | | 6:30 - 7:45 p.m. | Student report |
| August | 17 | Tuesday | 9:00 -10:45 a.m. | Civil Liberties in the South |
| | | | 11:00 -12:00 a.m. | Study |
| | | | 12:00 - 1:30 p.m. | Lunch |
| | | | 1:30 - 3:30 p.m. | Housing |
| | | | 4:00 - 5:00 p.m. | Study |
| | | | 5:00 - 6:30 p.m. | Supper |
| | | | 6:30 - 7:45 p.m. | Student report |
| August | 18 | Wednesday | 9:00 -10:45 a.m. | Poverty |
| | | | 11:00 -12:00 a.m. | Study |
| | | | 12:00 - 1:30 p.m. | Lunch |
| | | | 1:30 - 2:45 p.m. | Poverty |
| | | | 3:00 - 4:00 p.m. | Discussion |
| | | | 4:00 - 5:00 p.m. | Study |
| | | | 5:00 - 6:30 P.m. | Supper |
| | | | 6:30 - 7:45 p.m. | Student report |
| August | 19 | Thursday | 9:00 -10:45 a.m. | Can We Achieve a New South? |
| | | | 11:00 -12:00 a.m. | Study |
| | | | 12:00 - 1:30 p.m. | Lunch |
| | | | 1:30 - 2:45 p.m. | Can We Achieve a New South? |
| | | | 3:00 - 4:00 p.m. | Discussion groups |
| | | | 4:00 - 5:00 p.m. | Study |
| | | | 5:00 - 6:30 p.m. | Supper |
| | | | 6:30 - 7:45 p.m. | Student report |
| August | 20 | Friday | 9:00 -10:45 a.m. | Where is the Movement Going? |
| | | | 11:00 -12:00 a.m. | Study |
| | | | 12:00 - 1:30 p.m. | Lunch |
| | | | 1:30 - 2:45 p.m. | Where is the Movement Going? |
| | | | 3:00 - 4:00 p.m. | Discussion groups |
| | | | 4:00 - 5:00 p.m. | Study |
| | | | 5:00 - 6:30 p.m. | Supper |
| | | | 6:30 - 7:45 p.m. | Student report |
| August | 21 | Saturday | 9:00 -11:00 a.m. | Seminar Evaluation |

CROSS REFERENCE

NAME OR SUBJECT:

Telegram to LWD fr Western Union

RE:

telegram sent to Charles Morgan c/o Steve H. Schener, Chilmark, Martha Vineyard, Mass. undelivered; U. S. Nat'l Student Assn. Southern Project

DATE: July 14, 1965

(SEE)
NAME OR SUBJECT:

ACLU - Charles Morgan (American Civil Liberties Union).

UNITED STATES NATIONAL STUDENT ASSOCIATION
2115 S STREET, N.W., WASHINGTON, D.C. 20008 • 202/387-5100 • CABLE/NATSTUD

Rec'd 7/7/66
File

MT - file

July 6, 1966

Mr. Paul Anthony, Director
Southern Regional Council
5 Forsythe Street
Atlanta, Georgia

Dear Paul,

The enclosed letter was sent together with my letter to you to the following foundations:

Stern Family Fund
Taconic Foundation
Rockefeller Brothers
Aaron E. Norman Fund
Ottinger Foundation
Rosenthal Foundation
Western Electric

Thanks for your help. I will keep you informed.

Sincerely,

Jim

James A. Johnson
National Affairs Vice President

JAJ/ps

Enclosures

# UNITED STATES NATIONAL STUDENT ASSOCIATION


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*Affiliated With:* American Council on Education; International Student Conference; U. S. Commission for UNESCO; World University Service; Council on Student Travel; U. S. Youth Council; United Nations Association; National Scholarship Service & Fund for Negro Students; Leadership Conference on Civil Rights; International University Sports Federation (FISU); National Committee on Agricultural Life and Labor.

*Regional Offices:* Educational Travel, Inc., 265 Madison Avenue, New York, New York 10016; Southern Human Relations Project, 41 Exchange Place, S.E., Atlanta, Georgia 30303; USNSA Insurance Trust, Boatmen's National Bank, P. O. Box 1322, St. Louis, Missouri 63166.

July 1, 1966

Western Electric Corporation
Mr. M.D. Quinlan, Manager
Public Relations
319 195 Broadway
New York, New York

Dear Mr. Quinlan,

We are in the process of trying to find a small amount of money to transport Southern students from predominantly Negro schools to the NSA Congress this summer. (The Congress is described in an enclosed brochure.) I am enclosing a copy of a letter sent to Mr. Paul Anthony of the Southern Regional Council. He has agreed to assume some financial responsibility for the project and to cooperate fully. I would like to discern from you if it would be consistent with the interests of the Western Electric Corporation to assist with this project.

If you are interested, I would be happy to supply additional information and discuss the project with you sometime in the near future.

Sincerely,

James A. Johnson
National Affairs Vice President

JAJ/ps

Enclosures

UNITED STATES NATIONAL STUDENT ASSOCIATION
2115 S STREET, N.W., WASHINGTON, D.C. 20008 • 202/387-5100 • CABLE/NATSTUD

June 9, 1966

file
cr. ref. New World Fd. Fund #2 Contingency (Youth Groups)

Mr. Paul Anthony
Director
Southern Regional Council
5 Forsythe Street
Atlanta, Georgia

Dear Paul:

We are in the process of finalizing plans for the 19th National Student Congress at the University of Illinois. As you know, the Congress brings together student leaders to discuss educational and social problems and to compare solutions found to be effective in attacking those problems. Appromimately 1,000 students from more than 250 different colleges and universities attended the last NSA Congress.

There is missing from the Congress, however, adequate representation from the Negro colleges in the South. Usually only a small number of individuals from these schools are able to attend because of financial difficulties. This is extremely unfortunate because in many ways they are the individuals who can benefit most from contact with students from other areas of the country and from the seminars that are planned for the Congress.

This summer we would like to institute a special program to remedy this problem. We would like to like to identify approximately 30 individuals from the various Negro colleges in the South and invite them to come to the Congress on scholarships. It would be our intention to organize a special seminar for these students and the white students from the South in addition to having them participate in the Student Body President's Conference and the regular Congress activities. We would essentially like to offer an intense, three week experience in leadership training and exposure to new ideas and people.

An additional reason for our interest in this project is associated with the Southern Project of USNSA. The Association has just received a two year grant from the Field Foundation to continue work on the integration of the Southern campus. These 30 students would be a basis for ongoing contact between the Southern Project and the schools that would be represented. In addition the Project personnel would be equipped to do follow-up work with all those students attending the Congress. We feel this to be very important.

We would like to request two things from the SRC at this time:

1. That you cooperate with us on the execution of this program and serve as a focal point for our recruitment effort until the Southern Project begins functioning in late summer; and

2. That you contribute $2,500 to the cost of this program. This amount will be approximately half the money required to offer free transportation and room and board for the duration of the Congress.

We feel that this is a very worthwhile project and will look forward to your reaction to the proposal.

Sincerely,

Jim

James A. Johnson
National Affairs Vice President

file
U.S. Nat'l Student Assoc
"Southern Project"

ES
MS file

July 18, 1966

Mr. William F. Roberts
3258 Bagnal Drive
Columbia, South Carolina 29204

Dear Bill:

I am delighted to know that you have accepted the directorship of the Southern Project, and look forward to our offices having the closest cooperation.

I would rather wait and discuss the rather substantial questions you raise after you've gotten here. In that way we can go into them at some length. I have been very close to this project for a number of years, and am completely convinced of its value. I'm also convinced that you can give it excellent leadership.

Looking forward to seeing you soon.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

3258 Bagnal Drive
Columbia, S.C. 29204
July 13, 1966

Rec'd 7/14/66

(2)

MJ file

Mr. Paul Anthony
Southern Regional Council
5 Forsyth Street, N.W.
Room 201
Atlanta, Georgia 30303

Dear Mr. Anthony:

Last week the United States National Student Association, offered me the directorship of the Southern Student Human Relations Project. I have accepted, pending minor details, and am looking forward to a successful two years with the project.

Since the Project will be unique and rather vague, I would like to ask your assistance. Could you give me your thoughts and evaluation of why the Southern Project was considered unseccessful during the last two year period? What do you suggest to me in order that the same errors are not made? How do you access the role of the Southern Project in relation to the South and such organizations such as the Southern Regional Council?

I hope that I may call on you when I am in Atlanta and discuss this further and I also hope that you will fill free to offer suggestions and criticisms when the project actually begins.

Sincerly,

Wm. F. Roberts

Wm. F. Roberts

File
U.S. National Student Assoc
"Southern Project"

September 26, 1966

Mr. William F. Roberts, Director
Southern Student Human Relations Project
of The United States National Student Assn.
41 Exchange Place, S. E., Room 701
Atlanta, Georgia 30303

Dear Bill:

This is to thank you for your invitation to serve on the Southern Advisory Committee and the Atlanta Advisory Committee, and I accept both with pleasure.

I look forward to working with you and hope that we can make some contribution to your project.

Best.

Sincerely,

Paul Anthony
Executive Director

PA/km

(2)

# SOUTHERN STUDENT HUMAN RELATIONS PROJECT

OF THE UNITED STATES NATIONAL STUDENT ASSOCIATION

41 EXCHANGE PLACE, S.E., ROOM 701 • ATLANTA, GEORGIA 30303 • (404) 523-8322

September 22, 1966

Rec'd 9/23/66

Mr. Paul Anthony, Executive Director
Southern Regional Council
5 Forsyth Street
Atlanta, Georgia

Dear Mr. Anthony:

We are pleased to announce that the United States National Student Association's Southern Student Human Relations Project has re-opened.

In the past your membership on the Southern Advisory Board has been invaluable to the Southern Project; therefore, we are inviting you to continue to serve on this committee.

This committee will meet at least annually with the National Officers of the USNSA and the staff of the Southern Project. At these meetings, the Committee discusses the plans and programming of the Southern Project. The Committee may make specific recommendations concerning policy, plans and programming; however, the role of this group is advisory and the USNSA is under no obligation to accept the Committee's advice and/or recommendations.

We would also like for you to serve on a smaller committee composed of the members of the advisory who are working in or near Atlanta. The group of Atlanta Advisors will assist the Director of the Southern Project. The function of this group also will be entirely advisory.

We hope that you will accept the invitation to continue your membership on the Southern Advisory Committee as well as accept the position on the Atlanta Advisory Committee. We are looking forward to working with you.

Sincerly

Wm. F. Roberts

Wm. F. Roberts, Director
Southern Student Human Relations Project, USNSA

File
U.S. Nat'l
Student Assn.

# USNSA BOOKS

File

January 16, 1967

Mr. Paul Anthony, Executive Director
Southern Regional Council
5 Forsythe Street, N.W.
Atlanta, Georgia 30303

Dear Paul:

Thought you might be interested in seeing on paper what we discussed briefly over the telephone. Sorry I can't attend this SIC meeting; the agenda looks very interesting. I do appreciate a copy of the Freedom Budget which your office indicated is en route.

If you get a chance, please let me know what you think of the enclosed.

Best wishes,

Steve

Steven McNichols, Executive Director
USNSA Books

SMcN:lj
enclosure

STEVEN McNICHOLS, EXECUTIVE DIRECTOR, USNSA BOOKS, UNITED STATES NATIONAL STUDENT ASSOCIATION
2115 S STREET, N.W., WASHINGTON, D.C. 20008, (202) 387-5100, CABLE NATSTUD

# The National Center on Race and Poverty
# Information and Communication

A proposal by Steven McNichols

December, 1966

U. S. National Student Association
2115 S Street, N. W.
Washington, D. C. 20008
(202) 387-5100

## The Need and Concept

In Spring, 1965 the United States National Student Association issued the first of two annual publications designed to provide interested college students with information to make a selective decision about voluntary participation in causes of social concern. The name of the publication was SCOPE, A Directory of Summer Opportunities for College Students in Community Service and it was financed by two officer's grants from the Ford Foundation totaling $48,600. Fifty thousand copies of each issue were distributed on more than 2,000 campuses; every week USNSA receives additional requests from the university community and concerned individuals. Although its value is both demonstrated and growing, no means has been devised for underwriting the directory on a continuing basis in its present form. SCOPE is not due to appear in 1967.

As Civil Rights Director for the United States National Student Association in 1964-65, I was placed in charge of developing and implementing the initial SCOPE undertaking in cooperation with John Ehle and Jane Hinchcliffe of the Ford Foundation. It was apparent then from the response of organizations as well as volunteers that there is pressing need for an instrument to disseminate information and facilitate communication with respect to all facets and factions of the civil rights and anti-poverty movement. Current public discontent with "black power", the cost of the war, and the failings of the Great Society affects not only federally sponsored programs but the operation and finances of a vast number of private organizations. No one really knows how many there are, but as these groups continue to proliferate--going into and out of existence--the need for information and technical assistance in locating resources, coordinating strategy, and deciding priorities is compounded and intensified. For the present trend to be reversed, the country's capacity to understand and appreciate the disruptive diversity of the race and poverty movement is essential. Somehow, a constructive national dialogue must be restored.

Out of SCOPE came the idea for a national center to:

--locate, describe, and evaluate in a comprehensive published directory a significant representation of the more than 25,000 estimated grass roots organizations actively engaged with race and poverty in the United States. Those it may not be feasible to discuss at length will be listed in generic categories which provide the name of their executive director

and address. Although emphasis will be placed on private organizations, federally sponsored programs will be covered in a section of the book.

--compile and disseminate through reports, a newsletter and periodic supplements of the directory current information about technical and financial resources available from government agencies, foundations, private organizations, and other sources as well as articles of general and specific interest concerning race and poverty. The Center will establish and maintain a circulating library and information service.

--provide inspiration and technical assistance for those trying to develop a grass roots organization in their community and encourage as many individuals as possible to participate on a voluntary and professional basis. A referral service will be maintained for this purpose.

--provide information for program personnel, scholars, decision makers about the diversity of organizations and approach in order to promote effective long-term planning and research in race and poverty.

--establish a communications network utilizing automated data retrieval in conjunction with a coded mailing system to facilitate contact between grass roots organizations and survey their needs, activities, and techniques.

--through an active public information program, stimulate a sustained national interest and commitment to the process as well as the goal of racial justice and equality of opportunity.

Even before the days of Jane Addams and Hull House, through the Great Depression, the emergence of the civil rights movement, and the War on Poverty in the 1960's there has grown and proliferates in this country a vast, disorganized substructure of socially active groups and individuals. Frequently they strive for related goals in the same locale unaware of each other's existence, philosophy, or program. A month's field research in four major cities--Los Angeles, San Francisco, Chicago, Atlanta--yielded on scribbled index cards and xeroxed membership lists the names and addresses of approximately five thousand grass roots organizations varying in size and purpose. The Citizens' Crusade Against Poverty has developed a similar listing of six thousand groups which it is graciously making available

for this undertaking. Work on the directory is already begun.

Grass roots organizations must remain free to create their own initiatives in their own way; diversity not only works--i. e. produces new solutions--it is cherished in itself. Conceived as an instrument to encourage and facilitate analysis and debate, the Center should not intrude upon the internal decision making process. Invariably, need is expressed for information, communication, and assistance which a printed directory alone cannot provide. For this reason, the sensitive employment of a sophisticated communications system as a responsive, continuing extension of the directory is critical. The Center's impact on national purpose and direction will reflect its trust and effectiveness within the race and poverty movement.

Survey and Development

The Center is not conceived as a burgening bureaucracy, but rather a compact, tightly-knit operation employing no more than ten people. The only generalist on the staff will be its director who is responsible for the over-all policy, management, and continuity of the Center. Beside two or three secretaries, other positions include directors of research, communications, and public information as well as a librarian and one-man production department. No field staff is anticipated; most business will be conducted by mail or telephone and Center specialists will go into the field as their needs and responsibilities require.

This undertaking should not be created merely as an act of will. Before a long-term funding and operating commitment is made, three areas of potential activity deserve careful consideration.

--the needs, programs, and priorities of grass roots organizations in race and poverty: can they effectively be served by a centrally located information and communications mechanism; to what extent will they actively support and participate in it? How may the Center relate their concerns and convictions where it will do some good?

--financial and technical resources: their location and allocation. What factors enter into decisions made by those who control them? Will foundations, government agencies, private organizations materially benefit by direct exposure to what is needed and being done in the field? How much do they know about and coordinate each other's efforts and to what effect? May agencies be

expected to help sustain the Center on a continuing basis without unduly interfering in its operations or those of grass roots organizations?

--the potential impact of the Center on the public and within the race and poverty movement: is it possible to coordinate information about field activities with financial and technical resources in order to influence long-term direction and priorities? What are the tools for successfully implementing the legitimate functions of the Center; should it be concerned with questions of strategy and ideology as well as program and technique? Can the Center simultaneously serve three subtle, diverse, and conflicting masters--grass roots organizations, resource agencies, the public--while maintaining itself as an effective, stable, and continuing enterprise? Is it worth the cost?

Thus, the Center is conceived as operating on three levels within the race and poverty movement--each difficult to sustain, but with a cumulative promise that outstrips the projected cost and problems in establishing the Center. This undertaking will succeed to the extent its need and effectiveness is thoroughly demonstrated and a deliberate course of development is pursued. Producing the directory provides both a logical end and beginning: a derivative of the SCOPE experience which answers a broad, current demand it will also serve as a basis for evaluating the future of a national information and communications mechanism.

By tradition and experience publishing is rather a conservative business. Although several houses have expressed interest in marketing the finished product, none apparently are prepared to underwrite the necessary costs in editorial development for a thoroughly researched and responsible work; one that would be available--even in paperback--at a price grass roots organizations and the poor can afford. Nevertheless, the demand engendered by SCOPE as well as the response already by groups and individuals to the idea of a comprehensive directory on race and poverty indicates its potential use and value. Surplus revenue realized from sales will be returned to the grant giving agency or allocated toward future expenditures in development of the Center.

Through field interviews, program appraisal, and selective employment of consultants in communications, data processing, and disciplines concerned with race and poverty as the directory takes shape so will an extensive survey analysis of the movement and proposed Center. These purposes overlap conveniently: what is not contained in the published volume will be discussed in a report upon completion of the project which may also be distributed for

general use. At the end of two years all relevent questions and concepts along the lines raised in this proposal will be competently defined, explored, tested. A realistic determination can then be made regarding the functions and feasibility of a continuing national center for information and communication in race and poverty. The directory itself will perform a significant service.

File
Hal L. Student Assn.
"Southern Proj"

February 23, 1967

Mr. Edward Schwartz, President
National Student Association
2115 S Street, N. W.
Washington, D. C. 20008

Dear Mr. Schwartz:

The Southern Project Advisory Committee met yesterday to consider several matters of importance to the Project. When our decisions were made related to these matters we felt it would be more appropriate for us to transmit directly to you our recommendations of suggestions rather than asking the Project Director to do so.

Incidentally, all of us are very impressed with the job Bill is doing in leading the Southern Project.

As we indicated in the enclosed, we pledge our continued full cooperation with you and NSA and the Southern Project.

With every good wish.

Sincerely,

Paul Anthony
Executive Director

PA/km

Enc.

cc: Miss Constance Curry, Dr. Joseph Hendricks, Mr. Hayes Mizell, Mr. William Roberts

DRAFT 2/23/67

SUGGESTIONS ON POLICY AND ADMINISTRATION OF THE SOUTHERN PROJECT AS APPROVED BY THE SPECIAL SUB-COMMITTEE OF THE NSA SOUTHERN PROJECT ADVISORY COMMITTEE

1. As many times in the past there has inevitably been certain personnel problems because the full staff of the southern project was selected by the national offices. Because of innate circumstances, one of which is referred to later, there will now be a need to secure at least one additional staff person for the project. We strongly urge the NSA national offices to lead in the final decision in this matter to the southern project director. The suggestions and ideas from the NSA leadership would, of course, be welcomed and highly desirable. Of course, also, the southern project director would consult with the proper national offices before making a final decision. However, we feel the only sound personnel policy is for the project director to have the final determination in his own staffing. We also urge the national offices to give consideration to making this an ongoing policy since periodically the matter has created confusion and difficulty.

2. In light of the several regrettable factors involved, we recommend that Gwen Patton be dismissed at an appropriate date taking into account proper notification time and her recent hospitalization.

3. We strongly recommend that the project director's salary

be substantially raised. The current salary of the director, slightly in excess of $5,000, is unrealistic under the best of circumstances. It is an impossible salary in light of the fact that the project director will shortly have a family to support.

4. We recommend that the present employment schedule for some of the staff of nine months be abolished and that the project seek one full-time staff person in addition to the director. In the process of doing so, we trust a shift in the budget would allow for the recommended salary increase above. We have every reason to believe the supporting foundation, the Field Foundation, would understand and approve of this change in the original proposal, and will take the responsibility of interpreting this to the foundation if NSA wishes.

5. We pledge our full support to assisting the project director in seeking additional program funds for the project.

6. We certainly pledge our full support to NSA and in insuring that NSA's important work is continued. Particularly, we pledge our full support to your ongoing program of the southern project.

Signed

Constance Curry Joseph Hendricks

Hayes Mazell Paul Anthony

km

# SOUTHERN STUDENT HUMAN RELATIONS PROJECT

OF THE UNITED STATES NATIONAL STUDENT ASSOCIATION

41 EXCHANGE PLACE, S.E., ROOM 703 • ATLANTA, GEORGIA 30303 • (404) 523-8322

*Director*
WM. F. ROBERTS

*Staff Assistants*
GWENDOLYN M. PATTON
THOMAS N. GARDNER

File: Nat'l. Student Assoc. "Southern Project"

March, 1967

*President*
W. EUGENE GROVES

*National Affairs Vice President*
EDWARD SCHWARTZ

*International Affairs Vice President*
RICHARD G. STEARNS

SOUTHERN ADVISORY BOARD

Mr. Paul Anthony
Executive Director
Southern Regional Council

Rev. Will Campbell
Committee of Southern Churchmen

Miss Constance Curry
American Friends Service Committee

Dr. James McBride Dabbs
Mayesville, South Carolina

Mr. Norman Francis
Xavier University

Mr. Curtis Gans
Americans For Democratic Action

Dr. Vivian Henderson
President
Clark College

Mr. Joseph Hendricks
Mercer University

Rev. Charles Jones
Community Church
Chapel Hill, N. C.

Dr. James Laue
Community Relations Service

Mr. Andrew Lipscomb
Committee of Southern Churchmen

Mr. M. Hayes Mizell
American Friends Service Committee

Mr. Charles Morgan, Jr.
Southern Regional Director
American Civil Liberties Union

Dr. P. B. Phillips
Tuskegee Institute

Dear Friend,

Enclosed is your copy of the Student Involvement Series(SIS). This SIS deals with "The Insurgent Press."

The SIS is a service publication of the Southern Project, USNSA. Each different volume attempts to present a guide to an activity which Southern students can perform. If you have a special area, which you would like to see outlined in an SIS. Please write us. Or, if you have prepared something which you feel could be useful to other students please submit it and it will be considered for publication as an SIS.

Sincerely

Bill Roberts

Bill Roberts

P.S. If you would like additional copies, just write and we will be glad to forward them to you as long as the supply lasts.

LES
MJ-file

# UNITED STATES NATIONAL STUDENT ASSOCIATION

2115 S STREET, N.W., WASHINGTON, D.C. 20008 .202 387-5100 .CABLE NATSTUD

W. EUGENE GROVES
*President*

EDWARD SCHWARTZ
*National Affairs*
*Vice President*

RICHARD G. STEARNS
*International Affairs*
*Vice President*

file

23 June 1967

Mr. Paul Anthony
Southern Regional Council, Inc.
5 Forsyth Street
Atlanta, Georgia

Dear Mr. Anthony:

My meeting with Les Dunbar on June 6 was quite successful, as the enclosed letter indicates.

We are working speedily to hire a new director and a couple of possibilities appear likely. I will be in touch with you on this.

Here's hoping we can give the Wallaces some trouble.

Sincerely,

Ed Schwartz

Edward Schwartz
National Affairs Vice-President

ES:lc

THE FIELD FOUNDATION
250 PARK AVENUE
NEW YORK 17

June 15, 1967

Mr. Edward Schwartz, National Affairs Vice President
United States National Student Association
2115 S Street, N. W.
Washington, D. C. 20008

Dear Mr. Schwartz:

Thank you for your letter of June 12. I wish you good luck in the Alabama program.

I add that we hope you will be working for something earlier than the "eventual integration of higher education in Alabama".

Sincerely yours,

Leslie W. Dunbar
Executive Director

LD:la

UNITED STATES NATIONAL STUDENT ASSOCIATION
2115 S STREET, N.W., WASHINGTON, D.C. 20008 • 202/387-5100 • CABLE/NATSTUD

W. EUGENE GROVES
*President*

EDWARD SCHWARTZ
*National Affairs Vice President*

RICHARD G. STEARNS
*International Affairs Vice President*

12 June 1967

Mr. Les Dunbar
Field Foundation
250 Park Avenue
New York City

Dear Mr. Dunbar:

This is to confirm the decisions made on June 6 at a meeting between us in your office concerning the future directions of the Southern Project.

1) The present Project Director, Mr. William Roberts,has resigned. USNSA hopes to replace Mr. Roberts as soon as possible at a salary level of $5,500.

2) During the summer and through next year, the Project Director will place central priority on developing an integrated Student Body Presidents' Conference in the state of Alabama whose goals would be as follows:

a) To work for the eventual integration of higher education in Alabama.

b) To prepare for this integration by attempting to improve the quality of education and student life in the Alabama schools.

c) To encourage cooperative programming between black and white campuses for quality education and for integrated education.

d) To develop effective methods of resisting the Wallaces in their attempts to slow the pace of integration in Alabama, to place restrictions on student life in the state, and to decrease funds allocated to higher education in the state.

3) To retain contact with other groups working for social change in Alabama and throughout the South.

The Project is encouraged to move in this direction for the following reasons:

1) An integrated state-wide Student Government Association has developed in the state. With proper assistance, it could become an effective mechanism for campus programming and political action.

Mr. Les Dunbar 12 June 1967

2) The quality of the indigenous leadership at the University of Alabama is quite good. Their receptivity to NSA's involvement could not be better.

3) An added increment to our Tutorial Assistance Center enables a TAC staff member to assist a network of tutorial projects in Alabama. Many of these people can be used for efforts in integration. The two projects will reinforce each other.

USNSA is in consultation with students from Alabama at the present time. A more extensive report on program directions will be presented later in the summer of this year.

We hope that this program will be the most exciting of the Project's ventures in several years.

Sincerely,

Edward Schwartz
National Affairs Vice-President

ES:lc

Jake
U.S. Nat'l Student Assn.

July 2, 1968

Miss Mary Louise Frampton
Legal Rights
U. S. National Student Association
2115 "S" Street, N. W.
Washington, D. C. 20008

Dear Miss Frampton:

Under separate cover we have sent you several pieces of information about the Council. By all means do keep the Orangeburg Report. I am happy you found it useful.

Do call on us at any time.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

UNITED STATES NATIONAL STUDENT ASSOCIATION
2115 S STREET, N.W., WASHINGTON, D.C. 20008 • 202/387-5100 • CABLE/NATSTUD

June 21, 1968

Southern Regional Council
5 Forsyth Street, N.W.
Atlanta, Georgia

Dear Sirs:

I just finished reading your Special Report on the Events at Orangeburg by Pat Watters and Weldon Rougeau. I am writing to congratulate both the Council and the individual authors on this excellent report. I was appalled both at the Orangeburg episode and at the lack of any long-lasting indignation, horror, or appeal for an objective investigation into the murders by a significant number of people. Your report was much needed and I hope it was able to be distributed widely. Perhaps it can cut into the indifference to atrocity that the American public seems to have acquired.

The National Student Association is doing research on student demonstrations and, of course, Orangeburg will be included in our studies. If you would like me to return the report please let me know. Otherwise I would like very much to keep it.

I would like to have more information on the activities of the Southern Regional Council. Anything you could send would be helpful.

Thank you again for sending us a copy of the report.

bF
1-64
pC
6-26-68,s

Sincerely,
Mary Louise Frampton
Mary Louise Frampton
Legal Rights

UNITED STATES NATIONAL STUDENT ASSOCIATION
2115 S STREET, N.W., WASHINGTON, D.C. 20008 • 202/387-5100 • CABLE/NATSTUD

EDWARD SCHWARTZ
*President*

TEDDY O'TOOLE
*Educational Affairs Vice-President*

DAN McINTOSH
*International and Community Affairs Vice-President*

file

July 22, 1968

Mr. Paul Anthony
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia

Dear Mr. Anthony,

Thank you so much for your letter of July 2 and the interesting information you enclosed with it. Thanks for letting us keep the Orangeburg report. I look forward to receiving the other material you mentioned. I appreciate your help.

Sincerely,
Mary Louise Frampton
Mary Louise Frampton

# UNITED STATES NATIONAL STUDENT ASSOCIATION

2115 S STREET, N.W., WASHINGTON, D. C. 20008 • 202/387-5100 • CABLE/NATSTUD

**ROBERT S. POWELL, JR.**
President

**BILL SHAMBLIN**
Executive Affairs
Vice President

**JIM GRAHAM**
Campus Affairs
Vice President


November 3, 1968

Dear Mr. Anthony:

It was indeed a pleasure for me to talk with you last week regarding the Southern project. The information which you provided last week regarding the history of the Southern Project was both enlightening and alarming. It was enlightening in that I learned the value of having an advisory board comprised of members such as you and Mr. Morgan, who understand the pressures involved in the racial conflict as well as the "uniqueness" of the Southern populist mind.

The conversation was alarming in that you brought me to the very quick realization that Ed Schwartz and past officers of NSA, through their own ineptness or their lack of understanding of the South, had done such a tragic job of utilizing the advice and co-operation of the members of the Advisory Board.

It is painfully obvious to me that their failure and lack of interest in the Southern Project and advisory board has severly damaged my ability to begin implementing some positive action programs which I have been planning for almost two years now.

As I outlined to you in our conversation these programs are based on my own practical experience in dealing with that special brand of Alabama politics. I had hoped that I might use my position with NSA to bring about some changes on southern campuses-black and white-that could be converted into a steady leftward shift among southern voting population.

I would like very much to reactivate the Advisory Board. Copies of your previous correspondence regarding this matter would be helpful as well as new thoughts you have had since our last conversation.

If it is not an inconvience I would gladly appreciate your writing a letter of introduction for me to Mr. Les Dunbar of the Field Foundation and to Mr. Vernon Eagle of the New World Fund, requesting the opportunity to speak with them regarding the future of the Southern Project. Again I want to thank you for your help and co-operation in giving me a better understanding of what has to be done if students are to play a positive role in affecting change in the south.

Respectfully,

Bill Shamblin

Bill Shamblin

file

THE FIELD FOUNDATION
100 EAST 85TH STREET • NEW YORK, N.Y. 10028
212/535-9915

November 6, 1968

Mr. Howard Romaine
Southern Project, USNSA
187 14th Street, N.E.
Atlanta, Georgia 30309

Dear Mr. Romaine:

I have your letter of October 31, which, such is the state of the mails, reached here only yesterday. This is a very late submission and we do not have time to review it or to discuss it carefully this Fall. It is some months since you and your wife were here and I had hoped to hear from you long before now.

I am afraid this means that you and your national office should immediately begin discussing your program with other sources of funds, including other foundations.

You and I have known each other for some time now and I hope you know that we share a good many convictions and beliefs.

I hope and trust that we shall have opportunities to work together in the future.

Sincerely yours,

Leslie W. Dunbar

Leslie W. Dunbar
Executive Director

LWD/ig

November 7, 1968

Mr. Bill Shamblin
Vice President
Executive Affairs
U. S. National Student Association
2115 "S" Street, N. W.
Washington, D. C. 20008

Dear Bill:

Enclosed is the memorandum and the letter to Schwartz which I promised to share with you. Somewhat to my amazement we are unable to turn up the letter in which I informed Schwartz that the Advisory Board felt the Project should have an opportunity to select a newer and younger advisory group.

I have spoken with Les Dunbar about your coming to see him, and I believe you will find him very cooperative in arranging an appointment. I urge you to call him and see him as soon as possible.

I found our conversation while you were here to be very helpful, and look forward to being of any possible assistance we can to you and the Project.

Sincerely,

Paul Anthony
Executive Director

PA/mmj
enclosure: 1

cc: Mr. Howard Romaine

SOUTHERN PROJECT, USNSA

# NEWSLETTER

Southern Project, USNSA
Room 701
41 Exchange Place, S. E.
Atlanta 3, Georgia

Staff:
Constance Curry
Director
Donna McGinty
Assistant

The wide and spontaneous spread of the student demonstrations, which began in the South on February 1, 1960, has generated interest and concern among students across the United States and around the world. Because many students from the north, south, east and west have involved themselves in the legal, economic, moral and social problems dramatized by these demonstrations, an urgent need has developed for certain information to be gathered and distributed on a mass level to students throughout the nation. This first newsletter has been written to partially fulfill the need for background and resource information. Because the material was gathered hastily, using only readily available sources, there are some inevitable omissions. Please notify us of corrections or additions.

If there is a continuing need for a newsletter, this first issue will be followed by others, in which we hope to report events and news in the South which do not receive adequate press coverage. News covered in future editions will be of primary interest to college students throughout the United States. If you wish to receive future newsletters, please send us a postcard indicating your interest and providing your correct mailing address.

Also, it is of vital importance that students in the South, who have news of interest to all students, keep in close contact with our office. Any comments, suggestions or reactions to the newsletter will be greatly appreciated.

**********

## SOURCES OF INFORMATION ABOUT SIT-INS AND OTHER FORMS OF PROTEST

Southern Regional Council
63 Auburn Avenue, N.E.
Atlanta 3, Georgia
- Special Reports and supplements giving chronological events and interpretation of the sit-ins, from Feb. 1 - March 31. All reports are excellent, but the supply is limited.

National Student Christian Federation
475 Riverside Drive
New York 27, N.Y.
- Issues periodic Information Letters (six to date) covering various aspects of the student demonstrations. E.g., News that isn't covered fully by the press; national fund raising efforts; suggested action for student groups.

U.S. National Student Association
3457 Chestnut Street
Philadelphia 4, Pa.
- News releases and bulletins covering events in certain cities (Nashville, Atlanta, etc.); detailed coverage of student action and response outside of the South.

SOURCES OF INFORMATION continued:

Mr. Tom Biggs -
3401 Brook Road
Richmond 27, Va.

The person to contact if you want a periodic news bulletin sponsored by the Union Theological Seminary and the Presbyterian School of Christian Education. The first issue is still in planning.

Southern Project, USNSA -
Room 701
41 Exchange Place, S.E.
Atlanta 3, Georgia

Keeps up-to-date files and information on various student movements; plans future newsletters, if there is a demand; has extra copies of the full page newspaper advertisement, "An Appeal for Human Rights," which was written by the Negro student leaders of the Atlanta movement. An inspiring document, it was recently read into the Congressional Record.

Columbia Broadcasting Co. TV - CBS's documentary study of the current student movement is scheduled for national showing on April 24th. The film is called "Anatomy of a Demonstration."

The Presbyterian Outlook - Published weekly by the Outlook Publishers, 512 East Main Street, Richmond 19, Va. 15¢ per copy; $5.00 per year. The March 21st issue is devoted primarily to the student demonstrations in the South.

Southern School News - Published monthly by the Southern Education Reporting Service, P.O. Box 6156, Acklen Station, Nashville 5, Tenn. $5.00 per year. Factual and objective reporting of desegregation information. The current student protest is covered state by state.

"Cracking the Color Line" - A booklet published by the Congress of Racial Equality (CORE), 38 Park Row, New York 38, N.Y. A study of "non-violent direct action methods of eliminating racial discrimination." $1.00 per copy; reduced prices for quantity orders.

"A Report On Nashville" - By Wallace Westfeldt, prepared for the Nashville Community Relations Conference, 2001 Division Street, Nashville 4, Tenn. Objective and thorough report on the Nashville sit-ins. Write to the above address for a copy.

**********

ORGANIZATION SUPPORT AND SYMPATHY FOR THE STUDENT MOVEMENT

The following organizations and groups are some of many that have supported and sympathized with the Southern Negro students' non-violent sit-ins and demonstrations: (Please remember that direct quotes are out of context).

AMERICAN CIVIL LIBERTIES UNION - Issued a statement 3/15/60 on the legality of the sit-ins, stating that students were within their constitutional rights.

CALIFORNIA GENERAL ASSEMBLY - On 3/30/60 voted 42-15 to commend Negro sit-ins in the South.

CENTRAL COMMITTEE OF THE NATIONAL STUDENT CHRISTIAN FEDERATION - Issued a "Letter to Christian Students" concerning student sit-ins and supporting them where they are carried out in the spirit of Christian non-violence; fund raising.

CONGRESS OF RACIAL EQUALITY (CORE) - Giving moral support and active encouragement; on-the-scene support; negotiations with national chain stores on behalf of the students.

EPISCOPAL SOCIETY FOR CULTURAL AND RACIAL UNITY - Issued, on 3/5/60, a statement of firm support, stating, in part: "We commend those citizens who express love in suffering by passive disobedience to laws or mores that separate on account of race or religion in state or commercial enterprises."

NAACP - Giving students moral support and legal aid; fund raising; strong support through mass communication media.

NATIONAL CATHOLIC CONFERENCE FOR INTERRACIAL JUSTICE - Issued a statement supporting protests against segregated eating places.

NATIONAL COUNCIL OF EPISCOPAL CHURCHES - Issued a 7,000 word advisory document to guide Episcopalians in thinking about the student demonstrations. Supports non-violent protests but is not a formal statement of any official position of the Episcopal Church.

U.S. NATIONAL STUDENT ASSOCIATION - Issued a statement giving national student support; directs national student concern to the areas of protest; issues press releases and bulletins; fund raising.

NATIONAL STUDENT COUNCILS OF YWCA AND YMCA - Issued a statement, on 3/14/60, giving general support and urging their affiliates to read and study the statement of the Central Committee of the National Student Christian Federation, which states, in part: "Above all else, one implication stands out in the demonstrations: we all stand under God's judgment, and in need of God's grace as we act, for act we must in the coming days."

NORTH CAROLINA COUNCIL ON HUMAN RELATIONS - Issued a statement saying "...it would be a mistake...to look upon the current demonstrations simply as a wave of student pranks which will quickly subside." Strongly encourages state and community leaders to "move quickly toward finding peaceful and honorable solutions."

ORGANIZATION SUPPORT AND SYMPATHY continued

NORTH CAROLINA STATE AFL-CIO ANNUAL CONVENTION - Passed a resolution expressing "...approval of the efforts of these Negro students groups and express(ing) our disapproval of the unwarranted police actions now being carried out in many of these demonstrations."

PHILADELPHIA YOUNG COMMITTEE AGAINST SEGREGATION - Organized and participated in "sympathy demonstrations" in Philadelphia.

RALEIGH, NORTH CAROLINA, MINISTERS - 46 Raleigh ministers signed and sent a letter to the owners and managers of lunch counters involved in the local demonstrations. The owners and managers were offered these ministers' full support if and when the lunch counters are desegregated.

SOUTH CAROLINA COUNCIL ON HUMAN RELATIONS - Issued a statement of genera. support and sympathy.

SOUTHERN CHRISTIAN LEADERSHIP CONFERENCE - Through its President, the Reverend Martin Luther King, Jr., has endorsed the objectives of the demonstrations and commended the actions of student leaders; pledged to provide scholarship support.

UNITED PRESBYTERIAN CHURCH'S BOARD OF CHRISTIAN EDUCATION - 165 members of the Board pledged moral and financial support to students who are staging sit-ins in public eating places in the South. "...Negro and white students who are giving responsible and promising leadership to American citizens concerned about justice and civil rights" were given their gratitude.

VIRGINIA COUNCIL ON HUMAN RELATIONS - In a resolution declared: "Its sympathy for these young people who have been making orderly requests for service at these lunch counters."

WHITE HOUSE YOUTH CONGRESS - While no formal statement was adopted, several speakers voiced sympathy for the Southern protests. Among them were Dr. Buell Gallagher, President of City College of N.Y. and the Reverend Philip Potter, executive secretary of the youth department of the World Council of Churches.

YOUNG ADULT COUNCIL OF THE NATIONAL SOCIAL WELFARE ASSEMBLY - Passed unanimously a resolution supporting the sit-ins. It asserts the right of all students and youth to use speech, the written word and peaceful assembly to dramatize their search for dignity and opportunity on all levels.

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INDIVIDUAL SUPPORT FOR THE SIT-INS AND OTHER DEMONSTRATIONS

President Eisenhower - Commented for publication that peaceful assemblages and orderly marching in the streets are "not only constitutional, they have been recognized in our country as proper since we have been founded."

INDIVIDUAL SUPPORT continued

Governor Collins of Florida - "...I think then it is unfair and morally wrong for him (store manager) to single out one department ...and say he does not want or will not allow Negroes to patronize that one department." (From a statewide radio and television speech on 3/20/60).

Jackie Robinson, Negro business executive and former baseball star - Gave unqualified support to Negro students participating in non-violent sit-ins, saying it was one of the most significant Negro movements ever to develop.

Paul M. Butler, Democratic National Chairman - Applauded non-violent sit-ins in a speech at a Negro college in Baltimore on 3/31/60.

Senator Keating (R-NY) - Upheld peaceful demonstrations where no state law was broken.

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NON-SOUTHERN COLLEGE AND UNIVERSITY SUPPORT (partial list)

HUNTER COLLEGE (N.Y.)
SKIDMORE COLLEGE (N.Y.)
YALE UNIVERSITY DIVINITY SCHOOL (CONN.)
HAMILTON COLLEGE (N.Y.)
BROWN UNIVERSITY (R.I.)
HARPUR COLLEGE (N.Y.)
UNIVERSITY OF CONNECTICUT
WHEATON COLLEGE (ILL,)
PRINCETON UNIVERSITY (N.J.)
CORNELL UNIVERSITY (N.Y.)
UNIVERSITY OF WISCONSIN
QUEENS COLLEGE (N.Y.)
BRYN MAWR COLLEGE (PA.)
UNIVERSITY OF NEW MEXICO
SMITH COLLEGE (MASS.)
OBERLIN COLLEGE (OHIO)
SWARTHMORE COLLEGE (PA.)
UNIVERSITY OF COLORADO
UNIVERSITY OF MINNESOTA
FERRIS INSTITUTE (MICH.)
MARYGROVE COLLEGE (MICH.)
NEWARK STATE COLLEGE (N.J.)
FAIRLEIGH DICKINSON UNIVERSITY (N.J.)
WASHINGTON STATE COLLEGE
XAVIER UNIVERSITY (OHIO)
BETHEL COLLEGE (IND.)
COLUMBIA (N.Y.)
NEW YORK UNIVERSITY
CITY COLLEGE OF NEW YORK
BROOKLYN COLLEGE
RUTGERS UNIVERSITY (N.J.)
UNIVERSITY OF CHICAGO
LAFAYETTE COLLEGE (PA.)
LEHIGH UNIVERSITY (PA.)
DOUGLAS COLLEGE (N.J.)
UNIVERSITY OF CALIFORNIA at Berkley
CATHOLIC UNIVERSITY (D.C.)
SIMMONS COLLEGE (MASS.)
ST. CATHERINE COLLEGE (MINN.)
VASSAR COLLEGE (N.Y.)
MULHENBERG COLLEGE (PA.)
CHATHAM COLLEGE (PA.)
WAYNE STATE UNIVERSITY (MICH.)
FLINT COLLEGE (MICH.)
ST. BENEDICT'S COLLEGE
CENTRAL MISSOURI COLLEGE
TRENTON STATE COLLEGE (N.J.)
UNIVERSITY OF WASHINGTON
HAMLINE UNIVERSITY (MINN.)
REED COLLEGE (OREG.)
MACALESTER COLLEGE (MINN.)

Students from the above colleges and universities have - through picketing, resolutions, rallies, fund raising, telegrams of protest, editorial support, marches, etc. - supported and sympathized with the Southern Negro demonstrations.

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## SOUTHERN COLLEGE AND UNIVERSITY SUPPORT

White students from the following colleges and universities have participated actively in the sit-ins; many were arrested along with the Negro students:

FLORIDA STATE UNIVERSITY
DUKE UNIVERSITY
WOMEN'S COLLEGE OF UNC
UNIVERSITY OF NORTH CAROLINA
FISK UNIVERSITY
WAKE FOREST COLLEGE
GREENSBORO COLLEGE
UNIVERSITY OF OKLAHOMA
UNIVERSITY OF TEXAS
VANDERBILT UNIVERSITY

Support for the sit-ins was advanced in resolutions passed by:

STUDENT CHRISTIAN ASSOCIATION of VANDERBILT UNIVERSITY
WOMEN'S STUDENT GOVERNMENT of DUKE UNIVERSITY

Specific support for Atlanta Negro students' "An Appeal for Human Rights" by:

EMORY UNIVERSITY
AGNES SCOTT COLLEGE
GEORGIA TECH
INTERRACIAL STUDENT CHRISTIAN CONFERENCE AT PAINE COLLEGE (by resolution)

A majority of the faculty and student body of Vanderbilt Divinity School protested the dismissal of the Reverend James Lawson, Jr., a Negro student in the Divinity School. (A majority of the faculty of the arts and science department also protested this dismissal).

60 faculty members of Wake Forest College, acting as "individual citizens" asked the management of Winston-Salem's lunch counters to desegregate.

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## STUDENT FUND RAISING EFFORTS

There are two notable examples of successful fund raising efforts on individual campuses: (1) Oberlin College raised more than $2500 for its "Fund for Nashville." (2) Oberlin and Swarthmore Colleges and the Universities of Chicago, Colorado and Wisconsin collected some $1500 for the 1000 students on strike at Alabama State College in Montgomery.

At present there are two national student organizations engaged in fund raising:

U.S. NATIONAL STUDENT ASSOCIATION (USNSA) - Has established a "National Student Scholarship and Defense Fund." Make checks payable to USNSA, but earmarked for the fund, and mail to: USNSA, 3457 Chestnut Street, Philadelphia 4, Pa.

NATIONAL STUDENT CHRISTIAN FEDERATION (NSCF) - Is receiving and accountable for funds for the aid of students expelled or arrested in non-violent sit-ins and other non-violent protests. Make checks payable to NSCF, but earmarked for the fund, and mail to: NSCF, 475 Riverside Drive, New York 27, N.Y.

FUND RAISING EFFORTS continued

If you are particularly interested in contributing to an individual fund drive, you might consider the "Appeal for Human Rights Defense Fund" Box 202, Atlanta University, Atlanta, Georgia. Seventy-six students will be tried in May for their part in the Atlanta sit-in of March 15, 1960. They face maximum fines of $6000 and/or nine years in jail.

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COMING EVENTS

April 15-17, Raleigh, N.C. - Under the auspices of the Southern Christian Leadership Conference, student leaders of the demonstrations will meet at Shaw University to study and learn more about the principles and techniques of Christian non-violence. The Reverend Martin Luther King, Jr. will meet with the group.

April 22-23, WASHDC - Some 1500 students will attend a National Student Conference on the Sit-in Movement. Sponsored by the U.S. National Student Association, the conference will attempt "...to present participants with a coherent picture of the nature and goals of the Southern movement and to discuss the responsibilities of all students with regard to this movement." A special Taconic Foundation grant makes this conference possible.

April 24, nationwide - "Anatomy of a Demonstration," the CBS-TV documentary study of the sit-in movement is scheduled for showing on this date. It should be very interesting and informative as much of the filming was done in Nashville, Tennessee.

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA 4, PA. • BAring 2-1106 • CABLE, NATSTUD - PHILADELPHIA, PA.

SOUTHERN PROJECT
41 Exchange Place, S.E.
Atlanta 3, Georgia

Mr. Harold Fleming, Executive Director
Southern Regional Council
63 Auburn Avenue, NE
Atlanta 3, Georgia

Dear Harold:

Enclosed is a description of the Southern Student Human Relations Project, which was recently established in Atlanta, Georgia.

We are anxious to contact and cooperate with agencies and individuals involved in Human Relations programming in the South. Information about your area's Human Relations programs - conferences, seminars, etc. - would be most helpful to us, particularly those involving college students. If the Project's contacts and resources can help stimulate student activity in your area they will certainly be available.

As Project Director, I shall be traveling extensively in the South and hope to talk to you personally about the Project and future plans.

Sincerely,
Connie
Constance Curry
Project Director

Harold - just wanted you to have a copy, in case someone asks you about the Project -
Connie

ASSOCIATED WITH: American Council on Education • International Student Conference • U. S. Commission for UNESCO • World University Service • Council on Student Travel • Young Adult Council • Nat'l Citizens Committe for UN Day • Nat'l Scholarship Service & Fund for Negro Students

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University of Wisconsin

*Administrative Assistant to the President*
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*International Affairs Vice President*
**ISABEL S. MARCUS**
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Allegheny College

*Program Vice President*
**RICHARD A. RETTIG**
University of Washington

*Public Relations Director*
**FLORENCE M. CASEY**
Hunter College

•

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•

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*Chairman*
Financial Advisory Board
**RUTH GERI HAGY**

UNITED STATES NATIONAL STUDENT ASSOCIATION

SOUTHERN STUDENT HUMAN RELATIONS PROJECT
Room 701, 41 Exchange Place, S.E.
Atlanta 3, Georgia

Director: Constance Curry Secretary: Donna McGinty

On December 1, 1959, the United States National Student Association received from the Field Foundation a grant of $60,000 to administer and operate a two year Southern Student Human Relations Project. Plans include extensive campus contact, both in person and by mail, metropolitan, state and area interracial conferences, and the third and fourth Southern Student Human Relations Seminars. This Project will build on the work of the first and second Southern Student Human Relations Seminars and the Southern Student Human Relations Conference. It will be assisted by an Advisory Board of Southern educators, civic leaders, and human relations specialists, and will seek broad interorganizational cooperation and support.

The purposes of the Southern Student Human Relations Project are both to educate and to stimulate action. The Southern Conference and seminars have demonstrated that it is valuable to work for the creation of a deeper understanding of the complexities and problems of race relations by white and Negro Southern Student Leaders. At the same time, it is clearly possible for these students, especially at the campus, metropolitan, and state level, to make a real contribution toward the resolution of many of these problems. The Association believes it is essential to the achievement of these

objectives - particularly in providing individual campus and program guidance - that the Project be on-going and that the Director be assured substantial administrative and travel support.

BACKGROUND

During the past five years, developments in the South have focused the importance of leadership and the understanding of the South's conflicting and confusing heritage by future Southern leaders. It has become increasingly evident that continued segregation challenges the bases of democracy in the United States and threatens our international stature and effectiveness.

Many Southern students have a keen awareness of the problems which race relations pose for them, for their colleges and universities, and for their communities. They recognize the need for constructive action, involving a deeper understanding of the problems they are facing, and more effective inter-group and interracial communication.

From this awareness grew the Southern Student Human Relations Seminars and Conference. The first Seminar included fourteen students from segregated white, predominantly Negro, and recently desegregated colleges and universities throughout the South. Meeting at the Ohio State University for the month of August, 1958, it sought by the use of experts and materials and by a common living experience to create greater appreciation for the needs and problems in the area of race relations and a heightened understanding of the responsibility of the educated man and woman on the campus and in the

community. In August, 1959, at the University of Illinois, the second Seminar introduced fifteen students to similar studies and experiences.

The Conference - co-sponsored by the Southern Regional Councils of the YMCA, the Southeastern Regional Office of the American Friends Service Committee, the United Student Christian Council, B'nai B'rith Hillel, the National Federation of Catholic College Students, and USNSA - met during Thanksgiving Weekend, 1958, at Pfeifer College in Misenheimer, North Carolina. Over 120 students and 20 resource participants from fifty institutions met to consider the same issues and to seek the same insights as those pursued in the Seminars. The conference and the Seminars have been continuously evaluated, both in terms of immediate and subsequent comments by participants and by evidence of educational or action programs arising from them.

In the case of the Seminars, it is safe to say that virtually every participant has moved to put his experience to use and has demonstra ted an increase in depth and maturity of participant understanding and concern. Programs have included: a Human Relations Committee seeking to attain desegregation of campus facilities for Negro students; a student committee seeking to smooth the path for campus acceptance of desegregation last fall; and a regional human relations workshop attempting to increase the awareness of students from a Deep Southern state of the need to consider race relations and to develop interracial communications. The Conference is more difficult to follow-up because of the large number of participants. Existing examples of programs springing from it include: a campus

conference at a major segregated university, in which students from nearby Negro colleges participated; and the continued contacts of an interracial group of delegates from several campuses in a Deep South metropolitan area.

ORIGIN OF PROPOSAL

In June, 1959, the Advisory Committee of the Southern Student Human Relations Seminar and advisors from the Southern Student Human Relations Conference met in Atlanta to discuss the Second Seminar, and to evaluate the Seminar and Conference in terms of additional and continuing needs.

Participating in this meeting were Professor Warren Ashby of the Women's College of the University of North Carolina, the Reverend Will Campbell, Associate Director of the Division on Race and Culture of the National Council of Churches, James McBride Dabbs, President of the Southern Regional Council, Mr. Max Hierich, College Secretary of the Southeast Regional office of the American Friends Service Committee, Mr. Murray Shapiro, Educational Affairs Staff of the Atlanta Office of the Anti-Defamation League, Mr. Ray Farabee, Conference and Seminar Chairman, Miss Gloria Haithman, Educational Affairs Officer of USNSA's Carolinas-Virginia Region and student at Hampton Institute, Miss Martha Morrison, former Tennessee Student Christian Conference President, and Mr. Reginald Green, Educational Affairs Vice-President of USNSA. President Benjamin Mays of Morehouse College, Rev. Joseph Fichter, S.J., of Loyola University, Professor C.H. Parrish of the University of Louisville, and the Reverend Charles Jones of Chapel Hill offered additional assistance

and advice but were unable to attend the meeting.

The consensus of the Advisory Committee was that the Southern Seminar and Conference had been highly successful; all original expectations - in opening up fields for action and in demonstrating techniques and channels for Southern campus human relations work - were surpasses. The Committee also felt that continued "semi-interagency" cooperation, under the general programming supervision of one organization but utilizing the cooperation and advice of others, was urgently needed to supplement and expand the limited human relations work and interracial contact programming now available to the Southern college student.

The Committee strongly recommended that USNSA organize a Southern Regional Human Relations Project headed by a full-time specialist in student programming. This specialist would further campus, metropolitan, and area work through the South, building from contacts, ideas, and experiences of the Southern Conference and Seminar Each Committee member indicated his interest in advising such a Project and in securing for it the close cooperation of his organization or institution. Following this meeting, USNSA drew-up a prospectus on the Project, submitted it to the Field Foundation, and was notified of the grant in September, 1959.

GOALS

From experience in the Southern Conference and Seminars, it is felt that the following goals should and will be accomplished through the Southern Student Human Relations Project:

1. Communication and contact among students of good will will be facilitated, thereby helping to create a situation in which greater knowledge of the South's human relations problems and racial tensions can be attained and in which the need for mutual good faith and cooperation can be recognized;

2. Understanding and sympathy in terms of problems, points of view, and proposals will be developed among students of diverse beliefs and attitudes and between both races;

3. Clarification, reformulation, and rethinking will be stimulated among students participating in the project, both because of the specific content and as a result of the interracial, "open" situations created.

4. Realization of the inevitability of desegregation will tend to result from a serious consideration of the legal, economic, and educational considerations involved in Southern heritage, the Southern present, and the possible Southern future;

5. An interracial, interpersonal experience, totally different from previous knowledge, will be provided for most participants and will, through its uniqueness, serve to reinforce and make meaningful the more formal content of the program;

6. Traing of campus leaders in the development and practice of good human relations will be an integral part of the Project and its component parts.

While the Project is designed to be educational - in the sense of providing opportunities for learning the historical, social, economic, and sociological factors underlying present race relations in the South - it is also designed to be immediate and action-directed. It will provide first-hand experience in interracial relations and careful study -through case studies, role playing, and similar techniques - of situations that participants otherwise accept with little thought. In addition, it will aim to produce trained, informed, and concerned leaders, who will examine and criticize campus attitudes and actions, in terms of their experience, and who will carry this approach to their post-college communities.

Although the Project is dedicated to the principles of individual

dignity, democratic processes, and human worth, it is neither limited to those already allied with these principles nor an exercise of introduction. Students will be involved on the basis of interest and ability, whatever their views. Changes in position will occur only as presentation of facts and opinions and actual interracial experiences does, in face, affect Southern Students' attitudes and actions.

PROGRAMS AND STRUCTURE

The Project's operations will fall into three main categories:

1. The Third and Fourth Southern Seminars (to be held the summers of 1960 and 1961). They are designed to provide an educational experience in depth for a limited number of selected leaders who will be able to play vital roles in the other two phases of the Project;

2. Metropolitan, State and Area Conferences to bring together students from various campuses both to discuss and consider the questions of race relations in general and, more particularly, to confront the problems of attitudes, policies and actions on their campuses and in their communities and states;

3. Campus Conferences and Programs similar to the intercampus meetings but revolving around the students of one campus plus outside resource personnel. A greater emphasis on programs such as human relations committees, Brotherhood Week, interracial workcamps and discussion groups.

The second and third programs will be directed and planned by local students with material, financial and personnel assistance from the Project. The Seminars will be a central Project responsibility. Students from all interested organizations - student governments, YMCA's, YWCA's, Student Christian Associations, Newman Clubs, etc. - will be encouraged to cooperate and to participate.

UNITED STATES NATIONAL STUDENT ASSOCIATION

PROSPECTUS

SOUTHERN STUDENT HUMAN RELATIONS PROJECT

The United States National Student Association requests a grant of $62,500 to administer and operate a two year Southern Student Human Relations Project, including extensive campus contact both in person and by mail, twenty-five metropolitan, state and area interracial conferences, and the third and fourth Southern Student Human Relations Seminars. This Project would build on the work of the first and second Southern Student Human Relations Seminars and the Southern Student Human Relations Conference, would make use of broad interorganizational cooperation and support, and would be assisted by an Advisory Board of Southern educators, civic leaders, and human relations specialists.

The purposes of the Southern Student Human Relations Project are both educational and action-directed. The Southern Conference and Seminar have demonstrated that it is valuable to work for the creation of a deeper understanding of the complexities and problems of race relations by Southern Student leaders, white and black alike. At the same time, it is clearly possible for these students - especially at the campus, metropolitan, and state level - to make a real contribution toward the resolution of many of these problems both as students and as citizens. The Association believes that to achieve these objectives more fully, particularly in terms of providing individual guidance to many campuses and programs, an on-going project headed by a Southern Student Human Relations Project Director with substantial administrative and travel support is essential.

BACKGROUND

The developments in the South over the past five years have highlighted the importance of increased leadership and understanding of the conflicting and confused heritage of their region by the future leaders of our Southern cities and states. The challenge which the continuation of segregation poses not only to democracy in the United States and to our stature as a nation but also to the lives of the individuals living under it has become increasingly evident.

Many Southern students have indicated a keen awareness of the problems which race relations pose for them, for their colleges and universities, and for their communities. They recognize the need for some form of constructive action involving a deeper understanding of the problems they are facing and more effective inter-group and interracial communication.

From this awareness grew the Southern Student Human Relations Seminar and Conference. The Seminar included fourteen students from segregated white, predominantly Negro, and recently desegregated colleges and universities throughout the South. Meeting at the Ohio State University for the month of August, 1958, it sought by the use of experts and materials and by a common living experience to create greater appreciation for the needs and problems in the area of race relations and a heightened understanding of the responsibility of the educated man and woman on the campus and in the community.

The Conference - co-sponsored by the Southern Regional Councils of the YMCA, the Southeastern Regional Office of the American Friends Service Committee, The United Student Christian Council, B'nai B'rith Hillel, and the National Federation of

Catholic College Students, as well as USNSA - met during Thanksgiving Weekend, 1958, at Pfeifer College in Misenheimer, North Carolina. Over 120 students and 20 resource participants from half a hundred institutions met to consider the same issues and to seek the same insights as those pursued in the Seminar. Both the conference and the Seminar have been continuously evaluated both in terms of immediate and subsequent comments by participants and by evidence of educational or action programs arising from them.

In the case of the Seminar, it is safe to say that virtually every participant has taken some concrete steps to put his experience to use and that these steps have demonstrated an increase in depth and maturity of participant understanding and concern. Programs have ranged from a Human Relations Committee seeking to attain desegregation of campus facilities for Negro students, through another student committee seeking to smooth the path for campus acceptance of desegregation this fall, to a regional human relations workshop attempting to increase the awareness of students from a Deep Southern state of the need to consider race relations and to develop interracial communications. The Conference is somewhat more difficult to follow through both because of the number of its participants and its recent occurence. Exiting examples of programs springing from it include a campus conference at a major segregated university which included students from nearby Negro colleges in its studies of human relations and the continued contacts of an interracial group of delegates from several campuses in a Deep Southern metropolitan area, contacts which are developing into such plans for such action as work campus and city-wide discussion sessions on an interracial basis.

ORIGIN OF PROPOSAL

Last June, the Advisory Committee of the Southern Student Human Relations Seminar

and advisors from the Southern Student Human Relations Conference met in Atlanta to discuss the Second Seminar to be held this summer at the University of Illinois and to evaluate the Seminar and Conference in terms of additional and continuing needs.

Participating in this meeting were Professor Warren Ashby of the Women's College of the University of North Carolina, the Reverend Will Campbell, Associate Director of the Division on Race and Culture of the National Council of Churches, James McBride Dabbs, President of the Southern Regional Council, Mr. Max Hierich, College Secretary of the Southeast Regional office of the American Friends Service Committee, Mr. Nathan Shapiro, Educational Affairs Staff of the Atlanta Office of the Anti-Defamation league, Mr. Ray Farabee, Conference and Seminar Chairman, Miss Gloria Haithman, Educational Affairs Officer of USNSA's Carolinas-Virginia Region and student at Hampton Institute, Miss Martha Morrison, former Tennessee Student Christian Conference President, and Mr. Reginald Green, Educational Affairs Vice President of USNSA, President Benjamin Mays of Morehouse College, Rev. Joseph Fichter, S.J., of Loyola University, Professor C.H. Parrish of the University of Louisville, and the Reverend Charles Jones of Chapel Hill offered additional assistance and advice but were unable to attend the meeting.

The consensus of the Advisor Committee was that the Southern Seminar and Conference had been highly successful, and surpassed all original expectations in opening up fields for action and in demonstrating techniques and channels for Southern campus human relations work. The Committee further felt that continued "semi-interagency" cooperation under the general programming supervision of one organization but utilizing the cooperation and advice of others was urgently needed to supplement and

expand the rather limited human relations work and interracial contact programming now available to the college student in the South.

The Committee strongly recommended that USNSA organize a Southern Regional Human Relations Project headed by a full time student programming specialist who would further campus, metropolitan, and area work through the South, building from contacts, ideas, and experiences of the Southern Conference and Seminar. Each indicated that he would be interested in advising such a Project and in securing for it the closest possible cooperation with his organization or institution and those others with which he had close contacts.

GOALS

From our experience in the Southern Conference and Seminars, we feel that the following goals should and will be accomplished through the Southern Student Human Relations Project:

1. Communication and contact among students of good will will be facilitated, thereby helping to create a situation in which greater knowledge of the South's human relations problems and racial tensions can be attained and in which the need for mutual good faith and cooperation can be recognized;

2. Understanding and sympathy in terms of problems, points of view, and proposals will be developed both among students, of diverse beliefs and attitudes and of both races;

3. Clarification, reformulation, and rethinking will be stimulated among students participating in the project both because of the specific content and as a result of the interracial, "open" situations it creates;

4. Realization of the inevitability of desegregation will tend to result from a serious consideration of the legal, economic, and educational considerations involved in Southern heritage, the Southern present, and the possible Southern future;

5. An interracial, interpersonal experience totally different from previous knowledge will be provided for most of those participating and will through its uniqueness serve to reinforce and make meaningful the more formal content of the program;

6. The development and practical applications and the training of the campus leadership for good human relations will be an integral part of the Project and its component programs.

While the Project is designed to be educational in the sense of providing opportunities for learning the historical, social, economic, and sociological factors underlying present race relations in the South, it is also designed to be both immediate and action-directed. It will provide first-hand experience in interracial relations and careful study-through case studies, role playing, and similar techniques - of situations similar to those which participants otherwise accept without serious thought. In addition, it will aim to produce a body of trained, informed, and concerned leadership who will examine and criticize campus attitudes and actions interms of their experience and will carry this approach into their post-college communities.

While the Project is definitely dedicated to the principles of dignity of the individual, democratic processes, and human worth, it is not conceived as either limited to those already agreeing in full with these principles nor as an exercise of introduction. Students will be involved on the basis of interest and ability whatever their views; changes in position will be sought only in the sense that the presentation of facts and opinions and the provision of actual interracial experiences does in practice have a definite effect on Southern Students' attitudes and actions as demonstrated in the Southern Seminar and Conference.

PROGRAMS AND STRUCTURE

The Project's operations will fall into three main categories:

1. The Third and Fourth Southern Seminars designed to provide an educational experience in depth for a limited number of selected leaders who will be able to play vital roles in the other two phases of the Project;

2. Metropolitan, State, and Area Conferences bringing together students from a number of campuses both to discuss and consider the questions of race relations in general and, more particularly, to confront the problem of attitudes, policies,

and actions on their campus and in their communities and states;

3. Campus Conferences and Programs similar to the intercampus meetings but revolving around the students of one campus plus outside resource personnel, including students. A greater emphasis on programs such as human relations committees, Brotherhood Week activity, and interracial work camps or discussion groups would be found on this level.

The second and third programs would be directed and planned by local students with the assistance - both in terms of materials and personnel and of finances of the Project while the Seminars would be a central Project responsibility. On all levels students from all interested organizations - student governments, YMCA's, YWCA's, Student Christian Associations, Newman Clubs, etc. - would be encouraged to cooperate and to participate.

The Project Staff would consist of a Program Specialist and a Secretary working as Project employees of the United States National Student Association and with the advice of an interorganizational Advisory Council. The general operation of the Project would be carried on from the USNSA Office while the Program Specialist would spend the great majority of his time in the South probably working out of Atlanta where the assistance of the Southern Regional Council has been offered.

The Advisory Council would include the Reverend Charles Jones, the Reverend Will Campbell, Mr. James McBride Dabbs, Mr. Max Heirich, Proffesor Warren Ashby, Mr. Nathan Shapiro, President Benjamin Mayes, and Professor C.H. Parrish from the present Advisory Committee. In addition Southern Staff members of the YMCA (probably Mr. Paul Rilling) and the YWCA would be sought as well as one or more of the following Southern educators who have worked closely with USNSA: President Robert Strozier of the Florida State University, Father Joseph Fichter, S.J. of Loyola University,

President Andrew Smith, S.J. of Spring Hill College, Dean Fred Weaver of the University of North Carolina, and President Wallace Alston of Agnes Scott College. The Council would meet with the Project Staff and one or more USNSA national officers in December and June eanh year.

It is envisaged that the Project will be initiated in December 1959 and continue through December 1961. A Southern student with leadership experience in USNSA, field experience with a voluntary organization in the field of international relations and human rights, and some graduate experience in social science in tentatively available for the Program Specialist's post at the budgeted salary. During the course of the Project both the Program Specialist and, on occasion, other competent staff members of the USNSA and cooperating organizations would travel both to campuses and to the approximately 25 sub-Southern conferences. The Program Specialist and the Secretary would provide the core of staff for the Southern Student Human Relations Seminars which would also make use of a Consultant and incidental clerical assistance.

BUDGET

| | | |
|---|---|---|
| **Project Staff and Materials** | | |
| Project Director's Salary 2 years at $5,000 | $10,000 | |
| Campus Travel Director, and other NSA Staff | 3,000 | |
| Campus Program and Resource Materials - 200 campuses at $10 for 2 years. | 4,000 | 17,000 |
| **Third and Fourth Southern Seminars** | | |
| Salary and Fees-Consultant, Asst. Director | 1,500 | |
| Travel Staff and Experts | 2,500 | |
| Travel Participants | 3,500 | |
| Room and Board | 8,500 | |
| Resource and Program books, Materials, etc. | 1,000 | |
| Promotion | 500 | 17,500 |
| **Metropolitan, State, and Area Conferences -25** | | |
| Travel Assistance 125 students at $15 | 1,875 | |
| Expert Travel 25 at $50 | 1,250 | |
| Working Papers and Materials 25 at $100 | 2,500 | |
| Local Promotion and Administration 25 at $35 | 875 | 6,500 |
| **Project Publications** | | |
| Workbook 1,500 copies two editions | 1,000 | |
| Casebook 2,000 copies | 500 | |
| Reports 1,000 interim 3,000 final | 1,500 | 3,000 |
| **Advisory Board Meetings -4** | | |
| Travel Advisors | 1,600 | |
| Travel Staff | 500 | |
| Room and Board | 400 | 2,500 |
| **Administration and Support** | | |
| Secretary 2 years at $3000 | 6,000 | |
| Part Time Assistance | 500 | |
| Office Supplies, Stationery, etc. | 2,000 | |
| Postage and Shipping | 2,500 | |
| Telephone and Telegraph | 1,000 | |
| General Administration | 2,000 | 14,000 |
| **Contingency** | | 2,000 |
| | | $62,500 |

File NSA - Southern Project

SUGGESTIONS ON POLICY AND ADMINISTRATION OF THE SOUTHERN PROJECT AS APPROVED BY THE SPECIAL SUB-COMMITTEE OF THE NSA SOUTHERN PROJECT ADVISORY COMMITTEE

1. Since it appears new staff will have to be secured for the Project we urge that the final responsibility for this be placed with the Project Director. Certainly, suggestions from the NSA leadership would be welcomed and highly desirable. However, we believe it is unsound personnel policy for the director not to have the final decision in staff selection. We suggest, also, that you consider making this procedure standard policy for the ongoing Project.

2. In light of the several regrettable factors involved, we recommend that Gwen Patton be dismissed at an appropriate date taking into account proper notification time and her recent hospitalization.

3. We strongly recommend that the Project Director's salary be substantially raised. The current salary of the director, slightly in excess of $5,000, is unrealistic under the best of circumstances. It is an impossible salary in light of the fact that the Project Director will shortly have a family to support.

4. We recommend that the present employment schedule of nine months for some of the staff be abolished and that the Project seek one full-time staff person in addition to the Director. In the process of doing so, we trust a shift in the budget would allow for the recommended salary increase above. We have every reason to believe the supporting foundation, the Field Foundation, would understand and approve of this change in the original proposal, and will take the responsibility of interpreting this to the foundation if NSA wishes.

5. We pledge our full support to assisting the Project Director in seeking additional program funds for the Project.

6. We certainly pledge our full support to NSA and in insuring that NSA's important work is continued. Particularly, we pledge our full

support to the Southern Project.

Signed

Constance Curry Joseph Hendricks

Hayes Mizell Paul Anthony

CC/HM/JH/PA/km

DRAFT 2/23/67

SUGGESTIONS ON POLICY AND ADMINISTRATION OF THE SOUTHERN PROJECT AS APPROVED BY THE SPECIAL SUB-COMMITTEE OF THE NSA SOUTHERN PROJECT ADVISORY COMMITTEE

1. As many times in the past, there has inevitably been certain personnel problems because the full staff of the southern project was selected by the national offices. ~~Because of innate circumstances, one of which is referred to later, there will now be a need to secure at least one additional staff person for the project.~~ We strongly urge the NSA national offices to lead ~~in~~ the final decision in this matter to the southern project director. The suggestions and ideas from the NSA leadership would, of course, be welcomed and highly desirable. Of course, also, the southern project director would consult with the proper national offices before making a final decision. However, we feel the only sound personnel policy is for the project director to have the final determination in his own staffing. We also urge the national offices to give consideration to making this an ongoing policy since periodically the matter has created confusion and difficulty.

2. In light of the several regrettable factors involved, we recommend that Gwen Patton be dismissed at an appropriate date taking into account proper notification time and her recent hospitalization.

3. We strongly recommend that the project director's salary

be substantially raised. The current salary of the director, slightly in excess of $5,000, is unrealistic under the best of circumstances. It is an impossible salary in light of the fact that the project director will shortly have a family to support.

4. We recommend that the present employment schedule of 9 months for some of the staff ~~of nine months~~ be abolished and that the project seek one full-time staff person in addition to the director. In the process of doing so, we trust a shift in the budget would allow for the recommended salary increase above. We have every reason to believe the supporting foundation, the Field Foundation, would understand and approve of this change in the original proposal, and will take the responsibility of interpreting this to the foundation if NSA wishes.

5. We pledge our full support to assisting the project director in seeking additional program funds for the project.

6. We certainly pledge our full support to NSA and in insuring that NSA's important work is continued. Particularly, we pledge our full support to ~~your ongoing program~~ of the southern project.

~~Signed~~

Constance Curry  Joseph Hendricks

Hayes Mizell  Paul Anthony

cc/HM/JH/PA/m

~~PA/km~~

km

S.I.S. NO. 3

# THE INSURGENT STUDENT PRESS

Student Involvement Series
Number 3

Prepared and Distributed by:
Southern Student Human Relations Project, USNSA
703-41 Exchange Place, SE
Atlanta, Georgia, 30303

# THE INSURGENT NEWSPAPER

On December 2, 3, and 4, 1966, a conference was held. The subject of the conference was the insurgent press on the campus. This booklet was prepared to present the ideas expresses at that conference in a working form, as well as to discuss the philosophy, development and techniques of the insurgent press.

## PHILOSOPHY

There continues to be concern in the educational community that the system of education now familiar to the campus is antiquated. Serious administrators, faculty and students are taking cognizance of this and working to improve the situation. An atmosphere of social change is evident on many campuses. Often, the campus community, or the surrounding community, is unable to comprehend this change, the reasons behind it, ot the direction it is taking. Conscientious members of the community should attempt to interpret the change. In both the educational and the social arena, however, there are people who do not respond and do not perceive. The student press could serve as a heroic gladiator, however, it often fails to, or refuses to, even serve as an observer. In this situation, if the student press is to serve to assist the educational and social environment, it is forced to be an independent student press or an insurgent student press.

## FUNCTION OF THE INSURGENT PRESS

Traditionally, the insurgent press has served as a protest organ for a particular political faction. This is a legitimate function; however, there is a greater need on many campuses. At the December conference, Mr. George Ware raised some significant

questions about the audiences to which the insurgent press was to speak. He suggested that a paper published by campus activist for campus activist, might not be worth the effort. He asserted the belief that the purpose of the insurgent press was not to vindicate personal morality, but to effect change. The "Shock" value of an insurgent paper is often helpful on a campus; however, it appears that the more effective technique is presenting the views in a palatable fashion. By doing this, it is believed that more people will be continuing readers, and they will read the paper for its content, not its novelty. There is a thin line here, however, There are some issues, which can not be so presented in a unconcerned community. On these issues, it is suggested that the publication also contain editorials, articles, etc. to attract readers(The daily papers use comics, Dear Abby, etc. to attract readers.) Some possibilities might be articles by faculty members; art, theatre, or movie criticisms; letters to the editor, especially those which constitute a debate; and teacher evaluations.

In summary, the functions of the insurgent press are to:

1) offer a forum for ideas, which would otherwise be neglected.

2) expose issues, which would otherwise remain unnoticed,

3) create an atmosphere in which social and educational changes can smoothly occur.

There are many other functions which an insurgent paper can perform; however, these are considered paramount.

Number three(3) cannot be over emphasized. Many instances are present where social and educational changes could not have occured, were it not for the



influence of the Insurgent Press.

FINANCING THE VENTURE

The first set back in the publication of an insurgent paper is that of financing. There are many possibilities, if those discussed below are unacceptable others are available.

If it is not possible to have a sponsoring group or individual, it might be advantagous to sell the paper. On this point there is much discussion. If the paper is free, more people will take it; however, this does not mean more people will read it. On the other hand, if the paper is sold, people might not be willing to pay. Most people believe that a charge should be made for each paper. This gives the paper a value, at least psychologically. It also helps pay for the next issue. The price which students are willing to pay however, may not pay for the entire cost of the publication. The general appearance of the paper will also effect is value. If it is sloppy, people will not consider it valuable and vice versa.(hints on general appearance are on pages 4-10)

Funds can also be raised by soliciting contributions from sympathetic administrators, faculty and students.

Local religious campus centers also have been known to assist, as have local social, civil rights, and labor organizations.

Regardless of how the venture is financed, it should be remembered that the cost will not be extremely high. Mimeograph paper, stencils and supplies are not expensive and the use of a mimeograph machine should not be difficult to obtain. Often the Student Government Association will donate supplies and a machine.

WHAT TO PRINT

Volume I, Number 1, should contain articles about that which is the most important issue on the campus. This will be difficult if the editor of the paper does not consider that issue important; however, it is important to obtain a steady readership. A steady reader will give more consideration to future issues than will an unsteady reader. Often, the insurgent press is born out of a campus contriversy, if this is the case, students will read the paper for its content. When this happens, it is important that the content of the paper keep abreast of the contriversy. After the contriversy, it might be wise to consider the above suggestions.

CAMPUS PROBLEMS

Often there are rules which prohibit insurgent papers. If this is the case, some alternatives should be considered:

1) Discuss the matter with administration and point out the necessity of open discussion in a democratic society

2) Discuss the matter with faculty and gain their support.

3) Get someone off campus to print it and distribute secretely.

MECHANICS

Justifying lines is simple and produces a professional appearance.(It is, however, time-consuming) When typed lines are justified, the right-hand margin will be even because all lines will be of equal length. To accomplish this, set the typewriter



stops to the width of the line required. Do not type beyond this width, but fill out the extra spaces with astericks(*) or slashes(/):

The corpus of institutional rules are*****
resented less because they are unreasonable
than because they are disrespectable. The*
student's complaint is that many of the****
rules to which they are subject are imposed
only to make the college run with more ef-*
ficient blandness.

Go back and indicate by a check where you can skip spaces. Spread the skips so they do not occur directly under one another:

The\corpus\of\institutional\rules\are******
resented less because they are unreasonable
than because they are disrespectable.\ The*
student's\complaint\is\that\many of the****
rules to which they are subject are imposed
only\to make the college run with more ef-*
ficient blandness.

Then re-type on the stencil skipping spaces as indicated.

The corpus of institutional rules are
resented less because they are unreasonable
than because they are disrespectable. The
student's complanit is that many of the
rules to which they are subject are imposed
only to make the college run with more ef-
ficient blandness.

Cartoons and simple line drawings can be drawn directly onto the stencil, by the proper use of a stylus. There are special stencilsand styli available.

Your office supply house, also has a stock of

prepared drawings. To use these, if any of them are appropriate, just cut out a place for them in your stencil and cement then in place. These are called "insets" or die-impressed.

LAYOUT TIPS

Avoid a crowded appearance. Use even margins with plenty of "white space."

Break up typed pages by using CAPS, underlining, headlining, boxing, etc.

If drwaings are used try to make them symmetrical, don't have too much on one side of the page.

If you use columns, leave adaquete space between them.

ELECTRONIC STENCILS

Electronic stencils are available. These are plasti or rubber stencils. They are produced electronically from a master.(Reproduction by electronic stencil is illustrated on the last two pages.)

Simple cartoons can be drawn on the stencil by using a stylus. Special stencils are available, which will make drawings easier.

COLOR

ADDS

EMPHASIS,

AND

ATTRACTS

ATTENTION

COLOR CAN BE USED
FOR BORDERS------

# AT ISSUE
## EDITORIAL

Headlines may be produced by using a lettering quide and a stylus(Above)

Headlines may be handwritten, by using a stylus or a ballpoint pen(Below)

At Issue
an Editorial

COLOR

On most mimeograph machines it is easy to run multi-colored pages. (check with your local office supply house for the proceedure for your machine) Color is often beneficial for the cover or name and sumbol of the paper. It can also be used for head-lines, cartoons, borders, etc.

This is by no means a complete publication. There are many aspects of the insurgent press not discussed. If you are not now publishing a paper, discuss all aspects before you publish.

This is a cover of HERMES, an insurgent publication at Emory University, reproduced by the use of an Electronic Stencil.

## EXCHANGE PROGRAM

The Southern Project, USNSA is serving as a clearing house for an exchange program between editors of insurgent campus publications. To participate, an editor sends ten copies of his publication and receives one copy of each participant's publication.

To participate or for further information contact:

Southern Project, USNSA
703-41 Exchange Place, S.E.
Atlanta, georgia 30306

The Student Involvement Series(SIS) is a service publication of the Southern Student Human Relations Project,USNSA. For additional copies write:

Southern Project, USNSA
703-41 Exchange Place, S.E.
Atlanta, Georgia 30306

file

MS-file

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA, PENNSYLVANIA 19104 • CABLE: NATSTUD
NATIONAL COMMISSION (215) 222-1106 • INTERNATIONAL COMMISSION (215) 222-5722

Rec'd 6/28/65

#4 Sparrow Apts., Route 3
Chapel Hill, North Carolina
June 25, 1965

P.A. - file

Mr. Leslie Dunbar
Southern Regional Council
#5 Forsyth Street
Atlanta, Georgia

Dear Mr. Dunbar:

I had hoped to see you during the Inter-Agency meeting. I would like to continue our discussion of S.S.O.C. in particular and southern student activities in general. Also, I am very interested in your views as to the future of the state human relations councils.

Last September the Leadership Conference discussed the question of "implementing" the Civil Rights Act of 1964. Last week the Inter-Agency "plowed the same ground". Implementation in any real sense must take place at the level of the local community. Everyone seems to realize this.

Theoretically, state councils provide a vital organizational structure which can effectively operate at the community level. The national and "traditional" liberal groups seem organized almost entirely "at the top", without active local constituencies on a continuing basis.

Of course, it is easy for a novice like myself to verbalize. However, I hope we do get an opportunity to discuss these questions in the near future.

I have enclosed the final working draft of the prospectus for Youth Educational Services. Paul met with us recently in Charlotte and briefly reviewed this proposal. I would appreciate your comments on the content and organization of this prospectus.

Should you not have the time to write, please call me collect in the evening. Thank you for your assistance in this regard.

Cordially,

Mike Lawler

Michael H. Lawler
Student Government
Vice President

MHL:pw

ASSOCIATED WITH: American Council on Education • International Student Conference • U. S. Commission for UNESCO • World University Service • Council on Student Travel • Young Adult Council • American Association for the U.N. • Nat'l Scholarship Service & Fund for Negro Students

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University of California
Los Angeles

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Indiana University
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•

**Educational Travel, Inc.**
265 Madison Avenue
New York, New York 10016
*West Coast Office*
1355 Westwood Boulevard
Los Angeles, California 90024

**Southern Human Relations Project**
41 Exchange Place, S.E.
Atlanta, Georgia 30303

**USNSA Insurance Trust**
Boatmen's National Bank
P. O. Box 1322
St. Louis, Missouri 63166

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*National Advisory Board*
**PHILLIP H. DesMARAIS**
*Deputy Secretary*
Department of Health, Education and Welfare

File
U.S. Nat'l Student Assn.

August 5, 1965

Mr. Stephen J. M. Robbins
President
U. S. National Student Association
3457 Chestnut Street
Philadelphia, Pennsylvania

Dear Mr. Robbins:

I hope that the Eighteenth National Student Congress will be one of the most successful in your history, a conference such as the U. S. National Student Association merits. Over the last few years I have been able to observe, sometimes to associate with, the work of your Southern Project and your national officers. I am fully convinced that NSA has contributed greatly to the student movement now surging on American campuses, and from American campuses to the larger community. I am also fully convinced that this movement and the leadership it offers to the country is one of the finest events of our time.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

LWD:

I think it would be especially appropriate for you to do this & know the USA Cadet Ship would be pleased

PB

# UNITED STATES NATIONAL STUDENT ASSOCIATION

3457 CHESTNUT STREET • PHILADELPHIA, PENNSYLVANIA 19104 • CABLE: NATSTUD
NATIONAL COMMISSION (215) 222-1106 • INTERNATIONAL COMMISSION (215) 222-5722

July 23, 1965

PA

Mr. Leslie Dunbar
Director, Southern Regional Council
5 Forsythe Street
Atlanta, Georgia

Dear Mr. Leslie:

For the eighteenth year, nearly a thousand young Americans will meet at the National Student Congress, this country's largest, most representative student gathering. They will learn together in seminars, work together in discussion groups, and speak to their fellow students and to the world about the issues and opportunities facing them.

The Congress is the chief legislative body of the United States National Student Association, a non-partisan, non-sectarian federation of college student governments from every area of the nation. The Association's programs cover the broad range of concerns of today's student, from the quality of American education to the rights of all citizens in a free society to the problems facing the student communities of the developing nations. USNSA is the American member of the International Student Conference, the only non-communist world student forum. This past year, USNSA produced a widely praised directory of summer opportunities in community service for students; it spoke out responsibly on the situation at the University of California, winning the editorial support of the Christian Science Monitor. This summer, the Association will sponsor the first American team to enter the biannual games of the International Federation of University Sport; and next fall it will cosponsor the First National Student Film Festival.

USNSA will continue to work with its member student governments to broaden student concern for education, culture, civil rights and international awareness.

This year, perhaps more than any other, responsible student leadership is charged with articulating student interests and constructively acting upon them. In this, I am sure that the Association has your support and interest; and I would hope that you might express this interest to the assembled Congress delegates. I would be proud to convey your message to them; and its later inclusion in an information brochure would be tangible evidence of your support for the aspirations of the concerned, responsible majority of American student leaders who represent the future of this nation. I know that they will share my pleasure in receiving your message.

Sincerely,

Stephen Robbins

Stephen J.M. Robbins
PRESIDENT

Please address your message to:

18th National Student Congress
Elm Drive Commons
University of Wisconsin
Madison, Wisconsin, 53706

*President*
**STEPHEN J. M. ROBBINS**
University of California
Los Angeles
*Special Assistant*
**ROBERT KERNISH**
Temple University

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**Educational Travel, Inc.**
265 Madison Avenue
New York, New York 10016

**Southern Human Relations Project**
41 Exchange Place, S.E.
Atlanta, Georgia 30303

**USNSA Insurance Trust**
Boatmen's National Bank
P. O. Box 1322
St. Louis, Missouri 63166

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# 18th National Student Congress

## UNIVERSITY OF WISCONSIN

## AUGUST 22 TO SEPTEMBER 2, 1965

MS - file

# UNITED STATES NATIONAL STUDENT ASSOCIATION

file

2115 S STREET, N.W., WASHINGTON, D.C. 20008 • 202/387-5100 • CABLE/NATSTUD

February 1, 1966

Mr. Paul Anthony, Director
Southern Regional Council
5 Forsythe Street
Atlanta, Georgia

Dear Paul,

I just wanted to write a short note to tell you that I am progressing with plans for an advisory board meeting later in the month. Late last week everyone was notified by one means or another that the meeting previously scheduled for tomorrow was cancelled. At your suggestion I tried to call some of the members of the Board. Although I was not able to reach two of the people I most wanted to talk with, I did have some success. Will Campbell was ill and Joe Hendricks was involved in a Trustees meeting at Mercer.

So far I have had favorable reaction for a meeting on the 16th or the 28th from Connie Curry, Curt Gans, Jim Laue, Dick Ramsey, Phil Sherburne and yourself. Rick will be available and I have not yet gotten into contact with Hayes. If you have an opportunity to speak with any of the other members of the Board, I would appreciate your urging them to attend the meeting. There is little question that a thorough discussion of the Project is necessary at this time. I have written all the other members asking them to indicate their availability for the above-mentioned dates and am hoping to hear from all of them soon. I will attempt to contact by telephone those who don't respond by late this week.

As soon as I have more information on agenda and discussion material for the meeting, I will drop you a note. I will let you know the date of the meeting as soon as possible.

Sincerely,

Jim

James A. Johnson
National Affairs
Vice President

JAJ:ep

# UNITED STATES NATIONAL STUDENT ASSOCIATION

**Philip Sherburne,** *President*

**Reed Martin,** *Executive Assistant;* **Philip Werdell,** *Director of Programming;* **Michael Wood,** *Director of Development;* **Hendrik Hertzberg,** *Editorial Director;* **Herbert Denton, Jr.,** *Public Information;* **Edward Wallace,** *Controller;* **Ernestine Potter,** *Executive Secretary;* **Lucille Takesue,** *Campus Liason.*

**James A. Johnson,** *National Vice President*

**Stephen Arons,** *Civil Rights Director;* **William Berquist,** *Educational Affairs Director;* **Marcia Connary,** *Director of Special Campus Studies;* **Timothy Correll,** *Director of Eighteen Year-Old Vote Campaign;* **Rachelle Diener,** *Assistant in Community Involvement;* **Lawrence Handel,** *Student Services Director;* **Roland Liebert,** *Director of Campus Environmental Studies;* **Mary Meehan,** *Director of Student Government Information Service;* **Walt Senterfitt,** *Director of Community Involvement;* **Stephen Sunderland,** *Academic Freedom Director;* **Arthur Wiener,** *Cultural Affairs Director.*

**Carlton Stoiber,** *International Vice President*

**Susanne Alexander,** *Regional International Programmer;* **Eugene Babb,** *Director of Student Project in International Responsibility;* **Frederick Berger,** *Latin American Assistant;* **Marcia Casey,** *Campus International Programmer;* **Gregory Delin,** *Asian Assistant;* **Michael Enwall,** *Middle East Assistant;* **Dennis Foianini,** *Latin American Assistant;* **James Fowler,** *Director of Sports Affairs;* **Charles Goldmark,** *Director of Research and Development;* **Malcolm Kovacs,** *African Assistant;* **Gil Kulick,** *African Assistant. Overseas Representatives:* **Robert Francis; Duncan Kennedy; Robert Witherspoon.**

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*National Advisers:* **Arthur S. Flemming,** *President, University of Oregon;* **Sidney Hertzberg,** *Free Lance Writer;* **Rev. T. M. Hesburgh, C.S.C.,** *President, University of Notre Dame;* **Russell Kirk,** *The University Bookman;* **Robert H. Shaffer,** *Dean of Students, Indiana University;* **Milton Shapp,** *Chairman of the Board, Jerrold Electronics;* **Philip H. DesMarais,** *Deputy Assistant Secretary, Department of Health, Education and Welfare;* **Glen T. Nygreen,** *President, National Association of Student Personnel Advisers;* **Martha Peterson,** *President, National Association of Women Deans and Counselors;* **Joseph Kaufman,** *Dean of Students, University of Wisconsin;* **E. G. Williamson,** *Dean of Students, University of Minnesota;* **E. Richard Covert,** *Assistant to Dean of Students, Queens College;* **John J. Prior,** *Dean of Students, Pratt Institute;* **Kenneth Kenneston,** *Professor of Psychology, Yale University.*

Affiliated With: American Council on Education; International Student Conference; U. S. Commission for UNESCO; World University Service; Council on Student Travel; U. S. Youth Council; United Nations Association; National Scholarship Service & Fund for Negro Students.

*Regional Offices:* Educational Travel, Inc., 265 Madison Avenue, New York, New York 10016; Southern Human Relations Project, 41 Exchange Place, S.E., Atlanta, Georgia 30303; USNSA Insurance Trust, Boatmen's National Bank, P. O. Box 1322, St. Louis, Missouri 63166.

UNITED STATES NATIONAL STUDENT ASSOCIATION
2115 S STREET, N.W., WASHINGTON, D.C. 20008 • 202/387-5100 • CABLE/NATSTUD

Rec'd 2/9/66

MJ

February 8, 1966

Mr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth Street
Atlanta, Georgia

Dear Mr. Anthony,

We have received responses from almost everyone on the Board concerning the best time to meet. It appears that February 16 is the most satisfactory date for the meeting. We will start the meeting at 10:00 a.m. in the conference room at the Southern Regional Council office 5 Forsyth in Atlanta.

We hope to discuss the current and future needs of students in the South as they relate to programs that it might be possible for NSA to operate. As we look toward a resumption of something like a Southern Project, we want to have a clear idea of where we are going, and we want to know that we are making the most effective contribution possible.

I hope it will be possible for you to attend the meeting. I look forward to seeing the members of the Board again.

Sincerely,

Phil

Philip Sherburne
President

/es

MJ-file

UNITED STATES NATIONAL STUDENT ASSOCIATION
2115 S? STREET, N.W., WASHINGTON, D.C. 20008 • 202/387-5100 • CABLE/NATSTUD

January 18, 1966

Rec'd 1/20/66

Mr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth Street
Atlanta, Georgia

Dear Mr. Anthony,

The meeting scheduled for January 12 with Les Dunbar of the Field Foundation proved to be quite profitable in the development of a revised proposal for the Foundation. Although at the last minute a couple of the people we had invited from the South were unable to attend, Jim Laue and Curt Gans of the Advisory Board, Rick Stevens of the Project, and several of us from the office did participate in the discussion.

As a result of the discussion, we were able to gain a clear statement from Les regarding the interest of the Field Foundation in race relations and the Southern society. In the past the attitude of the Foundation toward the project in relation to the overall goals and priorities of the Foundation had been unclear. The programming and direction of the project was also discussed from different points of view. In the proposal the project is discussed in terms of student programs in the areas of education, human relations and community involvement. Les suggested that we look rather at the project in terms of problems we wished to affect and our relative capabilities in attacking these problems.

It became clear from the discussion that it would be very useful to call a meeting of the Southern Advisory Board to discuss some of these same ideas. We have not called them during the fall due to the lack of money in the Southern Project budget, but feel now that we will have to do the best we can to get people to the meeting without offering to pay travel expenses. We hope it will be possible for you to come under these circumstances. We have tentatively set the meeting for the first of February in Atlanta and have enclosed a postcard to ascertain your availability for that date.

I will look forward to hearing from you. At that time I will send you the precise time and place of the meeting, a more detailed report on the meeting with Les and an outline of a suggested proposal.

Sincerely,

James A. Johnson

James A. Johnson
National Affairs Vice President

JAJ/ps,

Enclosure

UNITED STATES NATIONAL STUDENT ASSOCIATION

2115 S STREET, N.W., WASHINGTON, D.C. 20008 • 202/387-5100 • CABLE/NATSTUD

File

December 20, 1965

Mr. Paul Anothy
Executive Director
Southern Regional Council
5 Forsyth Street
Atlanta, Georgia

Dear Mr. Anthony,

I am enclosing a number of items of information concerning the development on the Southern Project. Following the preparation of the memorandum which was sent to you in November, Phil Sherburne and I met with Les Dunbar of the Field Foundation to discuss the future of the Project. At that time, Les was very concerned about the coordination of effort between the Southern Student Organizing Committee (SSOC) and NSA as well as among the many other student groups. On the basis of that discussion, consultation with a number of people concerned with the Project, and numerous intra-office discussions, a proposal was prepared.

The proposal, which is attached for your information, requested an expansion of the Project and also the initiation of activity in areas not previously covered by the Project staff. There was a definite eye toward going beyond human relations programing into selected substantive areas.

Previous to consideration of the request by the Board of Directors of the Field Foundation, Les Dunbar sent a letter to Phil Sherburne asking for a more concise statement of the functional differentiation between SSOC and the Southern Project. In addition, very broad questions were raised about the nature of useful student activity in the South. After consultations with Rick Stevens, Sue Thrasher (SSOC), Jean Hoefer, and others, Phil formulated a reply.

At some point after receiving the reply, the Field Foundation had its Board of Directors meeting and took no action on the NSA proposal. Presumably, this action was consistant with the recommendation of Les as he has subsequently expressed interest in continuing conversations in regard to the proposal. A meeting has been scheduled for January 12 in Washington to once again discuss the proposal and more generally the needs among Southern Students for program assistance.

We would very much appreciate any comments you have on the proposal, the subsequent exchange of letters, or how we might proceed at this time. I will be in the South in the first part of January and if you think it useful would be happy to discuss the matter with you at that time.

Mr. Paul Anthony
December 20, 1965

Merry Christmas.

Sincerely,

James A. Johnson

James A. Johnson
National Affairs Vice-President

JAJ/ps

Enclosures (3) 1. Southern Project Proposal
2. Les Dunbar's letter
3. Phil Sherburne's letter

UNITED STATES NATIONAL STUDENT ASSOCIATION

2115 S STREET, N.W., WASHINGTON, D.C. 20008 • 202/387-5100 • CABLE/NATSTUD

December 1, 1965

Dr. Leslie W. Dunbar
Executive Director
The Field Foundation, Inc.
250 Park Avenue
New York, New York 10017

Dear Les:

I very much appreciated your thoughtful letter concerning NSA and SSOC. The differences between the projected activities of NSA and SSOC have not been as clear to me as I would have like them. I thought I had a feeling for the differences, but specificity of programs rarely arises out of feelings alone.

After receiving your letter, Jim Johnson, Rick Stevens, Sue Thrasher, some members of our National Supervisory Board (notably--Jean Hoefer and Pete Wales) and I discussed NSA and SSOC. On the basis of that discussion I will try to delineate the differences in the activity of the two organizations. This is somewhat difficult, particularly in the case of SSOC, as they have not set out a clear direction for themselves, as I think we both recognize.

It seems to me that SSOC works in the following way:

1. They attempt to locate liberal to radical students on Southern campuses.
   Method: Issue conferences and campus travellers

2. They attempt to group these students on an individual campus together in order for them to become actors.
   Method: Get them to focus on either a local campus issue, or have them give support to a similar groups on another campus or in the community.

3. They attempt to bring these groups together to form a liberal Southern student voice, and to become cohesive enough to bring pressure to bear on either a single campus or community institution.
   Method: Organized confrontation of issues.

Following from this it seems to me that it would be difficult for SSOC to work in the following ways:

1. Attempting to gain the confidence of the leaders of student organizations in an effort to motivate them to change.
   Reason: Because of necessary alliance with liberal-radicals, they will be very suspect.

2. To provide technical or informational assistance on problems of education, academic freedom, and proverty to campus groups.
   Reason: Staff specilists are needed who can make use of USNSA's research in its Washington office and gain assistance from AAUP, ACLU, AHE, ACE, OEO, CCAP, and HEW.

3. To develop continuing projects, both research and action which have an institutional base and are used to involve a broad range of students.
   Reason: a) The organizational bureaucracy needed to effectively establish, administer, and service these projects is quite correctly antithetical to maintaining the momentum of a movement--note NSM.
   b) They would find it difficult to gain the assistance of the more organized groups on a campus who are often instrumental in determining the fate of such projects.
   c) They would not have the ability to attract students of moderate or nonpolitical orientation.
   d) The nature of the projects would reflect the liberal political attitudes of the organization.

The South needs an organization that can accomplish the objectives of SSOC. It also seems to me that the South cannot afford to be without a group that accomplishes the goals that I do not feel that SSOC can accomplish. The former without the latter might provide for a strict polarity of student interests on the campuses that would ultimately force SSOC further to one end of the pole. I do feel that SNA can work effectively in those three areas that SSOC cannot. We have the experience, the credibility and the backup resources to accomplish the job.

Our discussions in the office did prompt a serious re-evaluation of the human relations aspect of the current proposal of NSA. It was certainly our feeling that the day of inter-racial gatherings over tea and crumpets (or an RC and a Moon-Pie) is past, or that we should at least speed it on its way. The way in which you provide students with a better understanding of the other race and its implications, is by focusing on issues which most clearly bring problems of racial descrimination to the fore. Poverty, Southern political structures, secondary school reform, cycles of Negro education, unemployment cycles, and civil liberties are just a few areas of issues that need to be explored.

The Summer seminar seems to be a necessary adjunt to the continuing program. Both the structure and topical considerations need to undergo substantial revisions much the same as the human relations aspect of the proposal was changed. This seminar (or semainars) would serve the purpose of describing to Southern students in realistic terms the problems faced by minority groups, to help students participants discover the mechanisms for solving these problems, to stimulate them to take a leadership role in community action on return to their campuses, and to provide the students with a clearer idea of the ways in which the educational systems tend to perpetuate undersirable social systems.

While we do see NSA and SSOC performing different functions, both necessary, we also see how effectively the organizations can complement the activities of each other through close cooperation. We have done considerable thinking over this past week about the potential for our activities in the South. Rick Stevens has, of course, given these problems much more thought than those of us in this office, and has been very effective in pointing to new directions for NSA in the South. We will both be in New York on Friday, and would be very happy to discuss our thoughts further. We will call on Thursday to see if you think that is either desirable or possible.

Sincerely,

Philip Sherburne
President

PS/eci

to read file

THE FIELD FOUNDATION, INC.
250 PARK AVENUE
NEW YORK 17

November 24, 1965

Mr. Philip Sherburne, President
United States National Student Association
2115 S Street, N. W.
Washington, D. C. 20008

Dear Phil:

You will get this after Thanksgiving, and it won't spoil your dinner. My hope is that it will not spoil anything at all. I do, however, want to raise some questions.

We have in here at the present four applications for student programs in the South: yours, Frank Millspaugh's "Books for Equal Education", SSOC's, and the Virginia Students Civil Rights Committee's. It is not possible to put a precise figure on these four because a couple of them ask for contributions to budget, but let's say that they total in the order of $100,000 for one year. I do not think that we are going to make an investment approaching this.

Frank's proposal is somewhat detached from the others, but having the four of them here together presents interesting and humbling questions for me. It is undoubtedly unfair for me to address these questions to you but I do so nevertheless, because yours is the senior organization and I somehow feel that you have a right to a frank discussion.

A key problem for me in preparing my recommendations to my Board lies between you on the one hand, SSOC on the other hand; we can also include the Virginia Committee, because in a sense it is simply the Virginia outreach of SSOC. Your proposal to the Foundation is, as would be expected, much better conceived and developed than is the SSOC proposal. Basically, however, you want to do the same thing. The only real difference is that you promise to use in doing these things more specialized skills.

To be very blunt about it, I do not feel that we should make a decision between you and SSOC. We are a bunch of adults, and though I do not apologize for that I do think it renders us somewhat incapacitated to decide what style of organization is best calculated to appeal to students.

Nor do I feel that it makes much sense for you all to be working separately.

Is it therefore, possible or not possible, wise or unwise, for you and SSOC to talk together and jointly present your program plans? I am not yet able to forget what I know. I have heard all the explanations both from NSA people and from SSOC as to how you differ and as to how you coordinate. I shall be glad to hear from you again on these questions and indeed that is one of the matters that I wish you might speak to. I tell you in advance, however, that these explanations in the past never seemed to me to be very concrete; they were slippery.

I am not raising these questions to you, Phil, out of any negative desires nor out of any utopian fashion for neat, clearcut administration. Proliferation of agencies has never bothered me so long as there was enough work to be done by all and so long as they all did work.

I raise these questions out of my concern for the student movement, if that can be the correct word, in the South. It is weak. Over the last few years, I have had one hope after another punctured that it would gain momentum. As I look down now, I am not convinced that SSOC, for all its shortcomings, is not the one best hope left - and for you too. Isn't a movement like SSOC's what the Southern Project of NSA always wanted and worked to see created?

The drift of that question is, of course, whether NSA should not be throwing its resources now in support of SSOC and in joint, articulated planning with SSOC. It is perhaps presumptuous of me to ask you this question and I do not ask it in any spirit of cutting NSA out. I ask it simply to get your thinking on whether the most fruitful work which NSA could now be doing in the South should not be directed at the strengthening of and in cooperation with SSOC.

Although you, of course, are not outspoken about it, and should not be, you have had as have others some feeling of uncertainty about the program in recent months of the Southern Project. You propose now to recast the project and to enlarge it. I wonder if this is the solution? I had the feeling when I was at SRC that during the last year or so the real problem of the Southern Project had little basically to do with its leadership but rather with the "human relations" approach. Is it perhaps the truth that this whole approach is somewhat outmoded for students work now in the South? I don't think that this is a question which you fully face in your proposal. You say in the proposal that "after some six years in the field, the Association feels that human relations programming will no longer meet the broader needs of the southern student community". I agree. But quite frankly, I don't see that yourproposal gets far away from it. I have the feeling there

is somewhat more realism in SSOC"s methods and attitudes. As I look down, there is room for a SSOC, there is room for the kind of quiet and restrained program of Youth Educational Services in North Carolina; but I have a real question, which I would be glad to have you address, as to the likelihood of a stronger movement coming from continuation of the old human relations approach of the Southern Project. I may be dense not to see how your new program differs, and if so you should tell me so with frankness.

For some crazy reason, I have always had undimmed faith in southern students, even the white ones. They have these last few years and are still doing terrific things as individuals and through such organizations as SNCC, and I think there is always the potential for creating what we do not have in the South, despite your best efforts (and our money): i.e., an alert, aware campus movement. I spent some time last month at the University of Michigan and one night was booked to have dinner with the editorial board of the student newspaper. Friends of mine on the faculty consoled me with mock dread at the rough treatment they were sure I would receive from the radicals who edit that lusty newspaper. I ate with four of them including the editor. Imagine my astonishment to discover that the editor of the Michigan student newspaper is from East Point, Georgia (you know what that is)! One of the others of the board who was at dinner was a girl from Meridian, Mississippi! These same kind of students are on southern campuses now. I want you to tell the Field Foundation how to make something important of them.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/je

A proposal for the Southern Project
of the
United States National Student Association

## I. REQUEST

The United States National Student Association respectfully requests from the Field Foundation a grant in the amount of one hundred nine thousand, nine hundred forty dollars ($109,940) in support of its Southern Project from January 1, 1966 to December 31, 1967.

## II. SUMMARY

The United States National Student Association seeks to expand its Southern Project by including staff specialists in human relations, community involvement and education.

After some six years in the field, the Association feels that human relation's programming will no longer meet the broader needs of the southern student community. Efforts to bring about an amelioration of racial tensions are still needed, but the improvement of educational standards and practices in the South and the involvement of southern students in community issues and action are equally needed. For without strengthening and freeing the educational experience of southern students, both within and outside the classroom, no solution to southern problems is possible.

Something less than one year of the project will be devoted primarily to research and development, while direct action work will increase during the remaining months of the grant.

## III. HUMAN RELATIONS

### A. Background

Since 1959, the National Student Association has been committed to the improvement of human relations in the South, and particularly to the involvement of Southern students in human relations activities. Because of the work of the Southern Project during the past six years, hundreds of students have been stimulated to become active in human relations programs, and various organizations in the South have initiated their own student human relations activities. Such groups as the South Carolina Student Council on Human Relations, the Georgia Students for Human Rights, the Freedom Forum at the University of Florida, and the Alabama Council on Human Relations have come to depend on the Southern Project for program suggestions, limited financial aid, conference organization, and other forms of assistance. Other organizations, such as state human relations councils, and individuals have expressed an interest in utilizing the experience and skill of the Southern Project either to begin or to promote student relations programs in their areas.

Such groups as these are acutely aware that while a number of civil rights and human relations organizations have been organized since 1959, the Southern Project is theonly one of these working to involve the average responsible white student in a broad range of human relations activity. It is also apparent that the need for an organization with this type of orientation and experience has increased since 1959. The racial climate in the South has now improved to the extent that many students are now willing, perhaps for the first time, to become openly involved in human relation programs. Such involvement often takes place where the roots of racism are deep within the families, schools, churches, and friends of these students, and they need meaningful programs as well as moral reinforcement if their commitment is to be sustained.

B. Program

The human relations desk of the Southern Project should be concerned primarily with those states where human relations programs are most needed. These are in Virginia, South Carolina, Georgia, Alabama, Mississippi, Louisiana, Arkansas, Tennessee, and Florida. The staff specialist in the human relations will continue to relate to those students in the South who are "awakening" in their racial attitudes as well as to those student leaders who are ready and capable of initiating human relations programs on campus. He will concern himself with trying to involve student leaders in such programs as well as with giving all students the stimulation and encouragement necessary to lead them into a more active role in the area of human relations on campus. He will also continue to serve as a liaison between the established human relations organizations and the campus, and to inform students about programs in which they might participate. Finally, the staff specialist in human relations will lend his skills in organizing, administering, and programming to whatever college groups or individuals require it.

These general program goals will be implemented in the following ways:

1. The specialist will organize, sponsor, or help campus organizations and/or individuals organize and sponsor conferences of local or state-wide scope. Such conferences will deal with campus human relations programming, will include representatives from other civil rights and human relations organiaations, and will educate conference participates to current civil rights issues. These conferences are vitally needed. for they are the only opportunity that many Southern students have to be exposed to new ideas and new experiences which will liberate them from the traditional and outmoded concepts currently retarding the progress of the South.

2. He will encourage history, psychology, sociology, and other college departments to inject human relations or race relations projects into their course curriculum when such would be relevant to the particular subject under study.

3. He will attempt to establish human relations councils on campuses and to offer program assistance to such councils.

4. He will work with state-wide student human relations groups by offering limited financial aid and program direction, and by prodding them to become more relevant and active. When asked, the human relations desk will assist state adult human relations councils and other organizations in establishing student divisions.

5. He will work for a thorough integration of Southern campuses, seeking to include Negro students in every aspect of student life on predominantly white campuses. He will encourage and aid campus human relations (and other) groups in their efforts to desegregate college dormitories, social fraternities, service clubs, and other college insittutions which present barriers to Negro students.

6. He will maintain constant communication with other southern-based human relations and civil rights organizations as to specifics of their current program. He will discuss with such organizations how students might be included in their programs.

## IV. COMMUNITY INVOLVEMENT

### A. Background

The term "community involvement" has come to denote practically any activity which students participate in the lives and problems of any community off their campuses, whether in the immediately surrounding town or rural areas a thousand miles away: anything from doing precenct work in a municipal election to tutoring Negro elementary school children to marching in protest in Selma. The Association usually uses the term in reference of projects which involve students in direct efforts to assist various kinds of disadvantaged communities to become independent and able to compete with other segments of American society on a more nearly equal basis. These efforts range from traditional social service projects to "radical" projects like political education and community organization, but all are characterized by the direct involvement of students with Negroes, poor white, city residents, migrant laborers and other poor farm workers, American Indians, Mexican-Americans, Puerto Ricans, and members of other economically or racially disadvantaged groups.

Since 1960, the movement of students into disadvantaged communities has boomed. Students have led in the reawakening of the American conscience of the "other America" and have brought fresh methodological approaches and the dynamic spirit of voluntarism to the nation's efforts to confront its social and racial problems. Students in the South, with certain notable exceptions such as the students who founded SNCC, SSOC, and the local and statewide human relations councils, have come more slowly and lately to this commitment and movement. For several reasons, the Association believes it is imperative that efforts of the Southern students to actively confront community and social problems should be encouraged, supported, and propagated in every way possible.

The South exhibits many of the nation's most pressing social and ecomomic problems -- particularly poverty and discrimination-- in their starkest and grossest form. Too, the history and politics of the South have deterred its political and civic leaders from acting forcefully and unambiguously in response to these ills. Thus, the South needs as much or more than any other region of the country the courage, the freshness, the initiative, and the creativity which students bring to the assault on poverty and discrimination.

Community involvement projects are immensely educational, in the most significant sense of that term. When students are confronted personally and directly with the agony of poverty and discrimination and are forced to respond actively, their education is augmented and their future goals and commitments are challenged in ways that can never be duplicated by any formal academic course or lecture or book. The range of projects is so diverse that practically the entire spectrum of student ability, sophistication, political belief, or racial attitudes can be attracted. A freshman from conservative background who considers himself a racial moderate and is making his first tentative intellectual explorations of the terrain apart from the positions and attitudes his background has bequesthed him can be involved in a tutoring project which confronts him with a Negro child, his family, and the numerous barriers behind which the child lives. If the project is run with sufficient vision and sensitivity, that freshman will gradually or rapidly become aware of the larger social and economic conditions of which this child's life is a part and of the massiveness of the action required to realistically attack those conditions. Or perhaps a radical, alienated student long hostile to Southern racial traditinss and sociopolitical structures and a veteran of protest movements is encouraged and assisted to develop a community organization project in a community near his college in which he and other students work to enable the community to become self-motivated, politically,sophisticated, articulate, and powerful enough to demand from political and other officials the respect and services to which they are entitled. Rather than spending their time in movements or activities which are primarily protest or related to issues whose value is largely emotive and short-range, they are working concretely on projects to develop community self-consciousness and independence that will enable them to help themselves.

Finally, increased student involvement in their communities can lead to greatly increased institutional commitment by the colleges and universities themselves to solving social problems and developing disadvantaged communities and individuals. Some institutions have already made that commitment, as, for example, when several participated last summer in Projects Headstart and Upward Bound of the Office of Economic Opportunity, and when Tuskegee Institute directed 500 Work-Study students in service to and development of several surrounding counties, or when Mercer University decided to seek funds for a compensatory education program for Negro students in Georgia. As more and more colleges and universities, especially state-supported institutions, assume roles of ideological leadership of rather than subservience to other political and opinion-setting forces in the South, then the effects of the students working to change aspects of Southern society will be multiplied.

B. Areas of Need and Intentions for the Future

With this rationale in mind, the Association envisions a number of areas of community involvement in which its Southern office ought to be active. The Association hopes to be able to develop programs and obtain funds for additional staff in these areas, though its present request in this area consists only of the one staff specialist in community involvement. The additional areas of responsibility in community involvement are five:

1. Tutorial Projects -- Tutorials are at once the most popular form of student community involvement project that has been developed over the past several years and the most flexible. A tutorial can be a simply-structured project of one-to-one tutoring that can be set up on literally any campus and by students who have had minimal previous experience. Or it can be a highly sophisticated project with tutoring at its base but also including a wide range of activities affecting most sspects of the lives of the youngsters and their families. The Association established in March, 1965, a tutorial resources center which has collected a mass of materials relating to student tutorial projects, including reports and sample materials from over 300 projects around the country as well as professional materials of benefit to volunteer student projects. This center also encourages the production of new materials and activities that students can use and has a regular publications program of manuals, problems papers, and newsletters for the use of both new and established projects. However the center does not presently have an adequate staff to work extensively in the field, using these materials, to develop new projects and assist in the improvement of existing ones. A full-time staff member based in Atlanta could spend most of his time in the field, working with students on Southern campuses and organizing occasional conferences to encourage cooperation and coordination among projects in one area or state. Furthermore, some existing organizations, such as state student human relations councils, could be encouraged to adopt tutorials as a major program emphasis if they had the continuing advice and assistance of someone such as this staff member.

2. Community Action Projects -- Other student groups are prepared to initiate and develop other projects beyond the tutorial in the general realm of community action or community organization. These might be intensive summer or academic year projects in a single neighborhood or county or other rural area. Such a project might include a tutorial, adult literacy and education program, a Headstart-type pre-school program, voter registration and education, and formation of a community organization or association to act as spokesman for the community with political and social welfare agencies and to apply for a Community Action Program grant from the Office of Economic Opportunity. Prototypes exist in the South in such things as the Southside Virginia project of SSOC and the Virginia Student Civil Rights Committee, the Prince Edward County project of the AFSC and the Virginia Human Relations Council, the Vine City Project in Atlanta, the operation of Headstart projects by students in Carroll County, Georgia and Dade County, Florida, and the Tuskegee Work-Study Project, but dozens more could be developed and even the established ones could benefit from an experienced student advisor and liaison.

3. Community action projects on predominantly Negro campuses -- One way to deal with the complex of problems associated with Negro higher education in the South is to encourage students on predominantly Negro campuses to set up and administer themselves community projects in the communities around their schools or in other areas of the South during the summer. These projects have shown that they can bread through the isolation often characterizing these campuses, can develop practical experience yielding increased self-assurance and independence, and can often provide concrete issues around which anachronistic administrators and repressive regulations can be challenged. Some of the larger private institutions have already initiated or participated in community involvement projects, though many of these have been developed and directed by the administrations rather than the students themselves. On very few state-supported insitutions, however, have students even attempted to set up projects and on these few the students have frequently been frustrated by administrative opposition and their own inexperience. Since these campuses present many unique problems and since they are also so crucial, the Association feels a special staff member working almost exclusively on such campuses, though in cooperation with the rest of the Atlanta staff, is vital.

4. Expansion of Appalachian Volunteers Projects -- The Council of the Southern Mountains originated in 1964 a program in which students in 19 Kentucky colleges joined to work in the development of small, impoverished, isolated Kentucky mountain communities. Teams of student volunteers spend weekends and the summer in community development work away from their campuses, often focussing on the physical redevelopment of the schoolhouse and other public facilities but usually including other direct programs as well such as supplementary education for youngsters, recreation, and adult education, and health education. The program has been highly successful seems an excellent model for student assistance to rural communities, often some distance away from their campuses. It provides a vehicle for cooperation among students from many campuses as well as their institutions themselves, thus providing opportunities for campuses who consider themselves too limited in size, financial resources, or location to establish projects of their own. A staff member could work in cooperation with the Council and with relevant

federal agencies to assist students in other parts of Appalachia to develop similar programs particularly in Tennessee, Western Virginia, and North Carolina. He could concentrate on one state or area at a time, and move on only as viable programs were established or all possibilities had been unsuccessfully exhausted.

5. Migrant Laborers Projects -- Students in the South have unique opportunities to become involved in the lives and problems of America's often-neglected agricultural migratory laborers and their families. Two of the nation's largest home-base areas are located in Texas and Florida, and the migrant streams themselves pass through much of the South in the summer. Students in Wisconsin, Oregon, and California have pioneered in setting up projects in migrant communities: health education, literacy education, supplementary education for children, organization of labor unions. Federal agencies have shown a marked willingness to support many of these projects. Our staff member could collect all information available pertaining to student and other volunteer projects among migrants, could stimulate interest in this kind of project on campuses in Florida, Texas, and areas in the East Coast migrant stream, and could assist students in developing the details of the projects and in securing financial support for them.

C. Program

The Association proposes at this time to support one staff member in community involvement, with the following general areas of responsibility:

1. He will work with the community involvement staff (tutorial resources center) of the national office to provide direct assistance to students who have already expressed an interest in starting or improving tutorials and related projects. He will make one or more visits of several days to each campus which requests this assistance and will advise the national office as to the sorts of materials that need to be made available or written especially for the campuses in the South. He will also occasionally organize campus, city-wide conferences on tutorial projects and the social and economic problems out of which the need for them arises. Due to limitations in time, these conferences will be run primarily in cooperation with other organizations.

2. Also in cooperation with the national office staff, he will provide information and personal assistance to groups of students considering other forms of community action projects, including information about participating in or gaining funds from federal programs.

3. He will be responsible for developing final plans for additional staff work in the areas outlined above and for preparing proposals and applications to appropriate foundations and governmental agencies. The Association's goal will be to expand its Southern staff as outlined in the previous section before the expiration of this grant. If funds for all of these areas are obtained he will assume one of the five field staff positions with some general responsibility for assisting the director in supervising and evaluating the Southern office's overall work in community involvement.

## V. EDUCATION

### A. Background

The absense of proper educational standards in the Southern institutions of higher learning is acute. Accor g to Berelson's rankings based on the Keniston survey of 1957 -- t one of the twenty-two top-ranking universities in the country was located in a southern state. The factors responsible for the low standings of southern colleges in the past continue to operate today, for the intellectual climate at southern universities has been historically burdened with a narrow provincialism and a rigidly exacted uniformity which have stifled dissent and free inquiry.

Academic Freedoms are in no way safe guarded in most universities of the South, for the purpose of higher education since Reconstruction has not been the liberation of man's mind from restrictive precedent, but the reinforcement of southern ideology and tradition. Moreover, these intellectual structures bind more than higher education, for according to C. J. Cash the interventions of trustees, state officials, and religious and citizens groups have maintained the ideal of "thoroughly stamping the traditional patterns upon the rising generations, especially the colleges and universitites, which ultimately determine what would be done in the lower schools."

These conditions, of course, affect the quality of the faculty at southern universities, for no professor with any ability or sense of dignity would want to submit himself to such a system of intellectual cowardice and dishonesty. As a consequence, according to a survey published by Dr. Russell Middleton in American Sociological Review, of five geographical areas of the country, doctoral candidates at non-southern universities listed the South as fifth in the preference list of places to teach and candidates from southern universities listed the South as fourth.

If the denial of academic freedoms denegrates the quality of the faculty, it also takes its role on the psychology of most southern students who come to the campus firmly believeing in all aspects of the southern way of life and accustomed to submitting themselves to an intellectual regimine which disallows free inquiry. As a consequence, they do not demand that the university help them to engage in an objective analysis of southern society, much less encourage the university to assume its responsibility to act constructively in the amelioration of oppressive conditions both on and off campus.

Besides these ills which they share, Negro colleges and universities in the South suffer further from a perrenial shortage of financial support and an inability to attract the many capable Negro students who are now offered high incentives to attend northern institutions.

### B. Program

The educationa desk of the Southern Project and its one staff specialist will concern itself with five areas of programming: Academic Freedom, Analysis of Southern Society, Quality in Negro Colleges and Universities, Southern Student Financial Aid, Southern Educational Tradition. The ultimate goal of the staff specialist in educational affairs will be to develop programs and fund staff in all of these areas:

1. Academic Freedom -- It is particularly important to arouse concern for academic freedom in an area of the country that has never developed a real tradition of free inquiry. Beyond this, however, it is even more important to attempt to arouse such concern in a time of social change, in order that southern students can better understand and promote orderly accommodation. We need only examine recent history to see the impact that attempts to preserve tradition have had in restricting the freedom of the faculty community. The staff specialist will attempt to develop student awareness of individual violations of academic freedom and, more importantly, of the pressures and social conditions that lead to such violations. Beyond arousing concern for academic freedom, the project could encourage regional cooperation among student governments and individuals in the defense of academic freedom for both students and faculty.

2. Analysis of Southern Society -- The Southern university, traditionally, has not offered students an opportunity to submit their society to objective examination. This fact cannot be attributed to violations of academic freedom alone, but must also rest with the faculty members, the text books, courses offered and the nature of co-curricular presentations on the campus. This project would act as a direct stimulant to free inquiry by merely raising the question of the Southern educational tradition. Moreover, the project could directly encourage students to initiate studies of the curriculum, the faculty resources in the social sciences, and the variety of viewpoints offered in the informal intellectual life of the campus. Using such studies as a basis, the students could undertake action projects designed to expand the opportunities for social inquiry on their own campuses.

3. Quality in Negro Institutions -- The Negro institutions of the South would present the project with a particular type of problem, but, nonetheless, one particularly suitable for student action. Part of the work of the project would be devoted to arousing among students of the predominantly white universities a concern for the quality of education being offered at the Negro universities. Programs based on this concern could be initiated on the white campuses that would tend to alleviate the isolation of the Negro campuses. Such projects would be student exchanges, book drives for libraries at Negro colleges which have lost their accreditation due to inadequate libraries, and student initiation of teacher incentive campaigns designed to interest graduates of white colleges in teaching in Negro colleges. Much of the work of the project could also be devoted to arousing among the students of the Negro campuses an interest in the quality of their own education and assisting them with programs designed to help eliminate the inequities it fosters.

4. Southern Student Financial Aid -- One of the problems that continue to plague southern education is that of lack of financial support. While part of this problem can be attributed to the economic condition of the South, much of it must be attributed to indifference on the part of those who would benefit from better education. The project would conduct research on the current national and state proposals on higher education that would affect the South and encourage students to take an active part in influencing legislation on higher education. Thus, the project would keep students informed on the progress being made in the public financing of higher education and encourage them to support programs that would benefit education in the South.

5. Southern Educational Tradition -- Many of the problems of Southern education can be attributed to a lack of understanding (on the part of students and educators) of the historical forces that have shaped the region's present concept of higher education. The project would devote part of its time to research and dissemination of information on the southern education tradition for students and educators.

## VI. IMPLEMENTATION

The Southern Project will be geared to develop a range of programs on the campus and projects in the community not previously undertaken in the South by the project. It will be necessary for the Association not only to adapt its knowledge of educational issues and community involvement to specific southern conditions, but to gather information on specific state and campus needs and to survey and evaluate programs presently being implemented. In order to develop this fund of knowledge the Project will devote a part of its first year in these two areas to research and to the expansion of its personal contacts. At the termination of three-quarters of a year from the date of determination, the Association will submit to the Field Foundation a comprehensive report of the Southern Project's findings and activities. A final report and evaluation will be submitted at the termination of the grant. Further reports will be submitted at the pleasure of the Foundation.

In implementing the purposes of this grant, the Southern Project will maintain close contact with the Southern Regional Council, the Southern Student Organizing Committee, the Field Foundation, and the national office of the United States National Student Association.

## VII. ADMINISTRATION

The grant will be administered in the South by a Director -- also the staff specialist in human relations -- who will be responsible to the National Affairs Vice President of the United States National Student Association for the satisfactory execution of the project's plans. Proper financial accountings will be submitted at intervals requested by the Association.

## VIII. TAX EXEMPTION

The United States National Student Association enjoys a tax exempt status under Section 501 (C)(3) of the Internal Revenue Code of 1954.

File
U.S. Nat'l. Student Assoc.
New York

November 8, 1965

Miss Barbara A. Higgins, Director
International Student Visitor Service
United States National Student Association
265 Madison Avenue,
New York, New York 10016

Dear Miss Higgins:

My return to the office makes it late to answer your letter. However, we will be happy to see Miss Edwards whenever she turns up.

What are your plans? Whatever they are, best wishes. And, come visit us.

Sincerely,

Paul Anthony
Executive Director

PA:mm

# UNITED STATES NATIONAL STUDENT ASSOCIATION

**EDUCATIONAL TRAVEL, INC.**

265 MADISON AVENUE, NEW YORK, N. Y. 10016 • PHONE: CODE 212 - MU 6-6431 • CABLE, NATSTUD - NEW YORK

West Coast Office: 1355 Westwood Boulevard, Los Angeles, California 90024 • Phone: Code 213 - GR 9-3832


2 November 1965

Mr. Paul Anthony
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Mr. Anthony:

Miss Dorothea Edwards, who will succeed me on 1 December as Director of USNSA's International Student Visitor Service, will be visiting Atlanta on November 9th, 10th, 11th, and 12th to attend a meeting of foreign student programming organizations in the southern United States.

I would hope that Dorothea might have an opportunity to talk with you during the time she is in Atlanta -- to discuss presentation of the civil rights question to foreign visitors and programs and organizations which might be of relevance to her in the development of short-term programs for foreign students. We have appreciated the help that you and Al Ulmer have given us in the past, and I think that it would be quite fruitful for Dorothea to have the opportunity to talk with you.

If it is possible, I would appreciate it if you could let me know a convenient time that she might meet with you -- preferably sometime on 10 November.

I will look forward to hearing from you and again thank you for the cooperation which you have given me during the past summer.

Sincerely,

Barbara A. Higgins

Barbara A. Higgins, Director
International Student Visitor Service

BAH:gse


ASSOCIATED WITH: American Council on Education • International Student Conference • U. S. Commission for UNESCO • World University Service Council on Student Travel • U. S. Youth Council • National Citizens Committee for UN Day • National Scholarship Service and Fund for Negro Students

NATIONAL ADVISORS

Sidney Hertzberg, *Editor*, Current Magazine
Rev. T. M. Hesburgh, C.S.C., *President*, University of Notre Dame
Russell Kirk, *Editor*, The University Bookman
Robert H. Shaffer, *Dean of Students*, Indiana University
Milton Shapp, *President*, Jerrold Electronics Corp.

Southern Regional Council, Inc.
ROOM 432, 63 AUBURN AVENUE N.E. ATLANTA 3, GEORGIA

GEORGE S. MITCHELL,
EXECUTIVE DIRECTOR

A Council to attain, through research and action, the ideals and practices of equal opportunity for all peoples in the South.

INTEROFFICE MEMO

Date _____

To: NM, MJ ✓ From: PA

Subject: _____

Nt

Note new address, national office of US National Student Association (no longer Philadelphia):

USNSA
2115 "S" Street, N.W.
Washington, D.C.

March 3, 1966

Mr. Phil Sherburne
President
National Student Association
2115 "S" Street, N. W.
Washington, D. C. 20008

Dear Phil:

It was a pleasure to be a part of your meeting, and the meeting was a good one. I hope you will know that I am eager to be of any possible assistance to you and NSA.

Best.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

UNITED STATES NATIONAL STUDENT ASSOCIATION
2115 S STREET, N.W., WASHINGTON, D.C. 20008 • 202/387-5100 • CABLE/NATSTUD

Rec'd 3/2/66

February 25, 1966

Paul Anthony
Southern Regional Council
5 Forseyth Street
Atlanta, Georgia

Dear Paul,

I appreciated very much your participation in the Southern Advisory Board meeting at your office. I thought the meeting went very well and that some useful guidelines were established for the project. I also think the meeting helped to restore the NSA office-Southern friends relationship to a more even keel.

The suggestion for a sub-committee or executive committee of the Southern Advisory Board was a very good one. It may help to eliminate many of the problems that I have encountered in the last year and a half. I have finished a draft of the Southern Project Prospectus which Jim is now revising. When that is completed, we will send the prospectus out to the members of the Advisory Board and discuss it with Les Dunbar.

I do very much appreciate the time that you have taken out both recently, and in the past, to assist NSA in improving its efforts to reach and help the students in the South. I am sure that your efforts, as well as other active members of the Board, have often been taken for granted. I do want to thank you for all of this help and hope that it will be possible for you to continue as a close adviser and friend to NSA.

Sincerely,

Phil

Phil Sherburne
President

/es

Jim - U.S.N.S.A
Cr. ref
File & Fd.

March 16, 1966

Mr. James A. Johnson
National Affairs Vice President
U. S. National Student Association
2115 S.Street, N. W.
Washington, D. C. 20008

Dear Jim:

Thank you for sharing a copy of Phil's letter to Les.

A couple of quick comments. Just as a matter of protocol it's generally appropriate to address the foundation head formally regardless of how well he is known, since frequently these letters are copied and circulated to the foundation board. It might have been good to emphasize some things such as the changed role of the advisory committee, etc. But, why the devil ask for comments or bother to read them after the fact!

Warmest best wishes.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

UNITED STATES NATIONAL STUDENT ASSOCIATION
2115 S STREET, N.W., WASHINGTON, D.C. 20008 • 202/387-5100 • CABLE/NATSTUD

Courtesy of
Joe &
Some things take more
I a dec. comm but
why talk. now
will approach
Lect.

March 2, 1966

Mr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth Street
Atlanta, Georgia

Dear Mr. Anthony,

Enclosed is Phil Sherburne's letter to Les Dunbar of the Field Foundation and the Southern Project proposal.

We would very much appreciate any comments you may have and look forward to hearing from you.

Sincerely,

Jim

James A. Johnson
National Affairs Vice President

JAJ/sn

Enclosure

UNITED STATES NATIONAL STUDENT ASSOCIATION
2115 S STREET, N.W., WASHINGTON, D.C. 20008 • 202/387-5100 • CABLE/NATSTUD

March 2, 1966

Leslie Dunbar
Executive Secretary
Field Foundation
250 Park Avenue
New York, New York

Dear Les,

At long last we have the Southern Project Prospectus finished and ready for submission to the Foundation. Following the meeting we had with you here in Washington, and subsequent discussions here in the office, we called a meeting of the Southern Advisory Board. At that meeting we discussed the last proposal submitted, identified the needs of southern students and then arrived at a concensus about what needs to be done.

The overwhelming reaction was that little is happening on the campuses right now, except for discussions of Vietnam. And then most of that discussion takes place off the campus. The void left by the project was described in rather clear terms by members of the Advisory Board and staff of the Southern Regional Council.

The pressing need stated by all was for the Project to work on the campuses, trying to get these students to play their role in fully integrating the Southern campus. There are other organizations encouraging students to engage themselves in community development work, and the National Office could provide whatever assistance is needed in this area. But no one has dedicated themselves to working on these college campuses, trying to resolve some of the problems that beset the institution and using this activity as the means of changing student values. This would in no way conflict with SSOC, but rather complement it. The project would be focusing on a more specific area of concern than would SSOC, but would also be in a position to provide assistance to SSOC where the plans of the two organizations coincided. I guess when all is said and done, what it really amounts to is that there is a need for many times the number of people now working in the South, and that SSOC has a particular character as does the Southern Project. They are different, compatible, and draw upon somewhat different resources--in terms of students, advice, and backup. I do not believe in putting all the eggs in one basket, although I think we are a good bet.

The budget is written on a two year basis, which the Board members and ourselves prefer. This provides assured continuity for the project, enabling us to obtain better staff, and to make more long range plans. I tried to figure out some way to lower the budget. Without cutting down on staff, I

do not think there is any realistic way to cut it. If that does become necessary, we should discuss it in advance to see what could be worked out.

We received a grant from OEO to do tutorial work, which will be of great assistance to the project. I am going to try to put something together in education, so we would have a little more depth to our intellectual backstopping of the project, and to provide another staff member who could work on curricular and structural problems.

I have included an addendum to the proposal for a $3000 grant to help Southern student leaders attend the Congress. During the Advisory Board meeting, we all agreed that this was of high priority and could to some extent replace the SSHRS, which we felt could not be justified in terms of the dollars invested per student. NSA would pay their registration and room and board costs. We would also plan special orientation seminars for them. I know the effect a Congress can have on an individual, so I am willing to absorb the loss in the Congress finances. If there is any chance of receiving the funds, then I would appreciate it being considered by the Board. Otherwise, disregard it for now, and we can discuss other possible sources of funds later.

I hope all is well with you these days. If you would like to discuss the Southern Project porposal further, I would be happy to meet with you.

Sincerely,

Philip Sherburne

Philip Sherburne
President

/es

# A PROPOSAL FOR THE SOUTHERN PROJECT
of the
UNITED STATES NATIONAL STUDENT ASSOCIATION

## I. REQUEST

The USNSA respectfully requests from the Marshall Field Foundation a two year grant in the amount of $92,580 in support of its Southern Project from April 1, 1966 to March 31, 1968.

## II. SUMMARY

USNSA seeks to re-establish a Southern Project with a primary emphasis on the complete integration of the Southern college campus and with secondary emphasis on directing student energy toward the solution of broader social problems in the South resulting from policies of discrimination.

Through a careful examination of the successes and failures of the Southern project over the past six years, the necessity of campus based and directed activity toward institutional integration became clear. Students have played a major role in the Civil Rights movement of which many Southern students are veterans. However, the experiences gained by students off the campus have not been applied to campus problems which are of great significance. The primary aim of this project will be to stimulate action on the campus by those who have moved off campus, those interested but not now working effectively, and to begin to focus attention of students on the pre-requisites for an integrated campus. While remaining campus based the Project will continue to direct those students who wish to withdraw from school or work during their summers in Civil Rights activities to appropriate projects.

## III. BACKGROUND

In 1959, when the Southern Project began, NSA found itself alone in the effort to promote discussions of racial problems on the Southern campus. The Project cooperated with those students and organizations who displayed interest in improving human relations. Students were invited to seminars and conferences, invited to attend discussion groups, and directed into off-campus human relations and civil rights activity. The twenty students who attended the SSHRS each summer were given a philosophical background in issues of race relations. Many times they proved to be the catalysts for change on a campus. The staff of the Project maintained great flexibility in their program--allowing them to meet crises and constantly re-evaluate their activities and emphases. Constance Curry, former director of the Project and now a member of the Advisory Board, saw this as the most important characteristic of the programming technique.

The format proved to be successful. The project identified and encouraged leadership. Structures were established which continue to involve new students. The Project worked in liaison with other organizations working to improve race relations. Other groups were assisted in organization and development and in some cases an entre was provided to the campus. White college students were confronted with the need and process of integration in the South. The attitudes and actions of many were affected positively.

Most organizations working with students in the South direct virtually all of their attention off-campus. The thrust of the activity has been to engage students in direct action projects--civil rights, anti-poverty work, and direct political activity. Interest in non-activist Southern students is not apparent. In many areas the interaction of ideas on the campus and the student awareness and concern has greatly diminished. The interruption of activity by the Southern Project has been partially responsible for this phenomenon.

## IV. PROPOSED PROGRAM

The suggested program for the Southern Project is based upon the following assumptions: 1. That full integration of the Southern college is a worthwhile goal and one toward which students can effectively contribute. 2. That this requires using as the primary vehicle students who already have an interest in the area, but have not been moved to action. 3. That increasing numbers of students can be interested in the Project. 4. That this work would complement the activities of other organizations working with students. 5. That the Project activities could successfully be coordinated with the other work of NSA.

Many aspects of the problem of full integration will receive programmatic attention. Policies of admission, testing and recruitment would be confronted. Housing and hiring discrimination would be attacked. The effects that policies of the college were having on racial and economic discrimnation of the surrounding community would be examined. Attention would be paid to the discriminatory teachings in the curriculum particularly associated with sociology, history, and political science classes. Integration of social activities could receive discussion and action.

The staff will seek out students on the campus who have participated in civil rights activities, community development projects, and other off campus concerns. There will be an attempt to integrate their knowledge and experience so that sophisticated activity can begin. Attention will always be paid to involving more and more students in the effort and through staff visits, publications, meetings and conferences, the staff will assist in defining a focus.

The Project will be the only group with an almost exclusive focus on the campus. There is also every expectation that the Project will be in an excellent position to coordinate and supplement the work of other organizations. Maintaining the flexibility of the Project will be essential in fulfilling this function. There may be specific places where there is a need for greater coordination of effort, with other organizations, but this should not be confused with surplus of resources.

Through a grant recently received by the Association for a Tutorial Assistance Center, NSA will be able to provide specific tutorial assistance to students engaged in community action projects off the campus. The resources of the National Office in education, academic freedom, and civil rights will also be available to the Project staff.

## V. IMPLEMENTATION

The issues that will be raised by the program will require a staff with a good knowledge of general educational problems (academic policy formation, faculty hiring and tenure policies, housing problems, academic freedom and civil liberties) as well as an historical and sociological background and understanding of the racial problems. They should have sufficient flexibility to be able to work successfully with students not yet committed to social change as well as those eager for action.

The Project would be administered by a Director who would be responsible to the National Affairs Vice President of NSA. The Director would be assisted by two staff members although all three would be considered field staff.

The officers of NSA and the Project staff would be assisted by an Advisory Board chosen from among the leaders of de-segregation activities in the South and former staff members. Regular liaison would be maintained with members of the Advisory Board.

## VI. TAX EXEMPTION

The USNSA enjoys a tax exempt status under the Internal Revenue Code of 1954, Section 501 (C) (3).

BUDGET

| First Year | | | Second Year | |
|---|---|---|---|---|
| Salaries | | | | |
| Director | $6,000 | | $6,500 | |
| Assistants | 5,000 | | 5,500 | |
| Assistant | 5,000 | | 5,500 | |
| Secretary | 4,420 | | 4,680 | |
| | | $20,420 | | $22,180 |
| Employee Benefits | | 3,260 | | 3,330 |
| Staff Travel | | 5,500 | | 5,500 |
| Program Material | | 1,000 | | 1,000 |
| Supplies | | 1,200 | | 1,200 |
| Telephone & Telegraph | | 700 | | 700 |
| Equipment | | 2,500 | | 1,000 |
| Travel, Advisory Board | | 950 | | 950 |
| Conferences | | | | |
| Travel Assistance to students | | 2,000 | | 2,000 |
| Travel Speakers | | 1,250 | | 1,250 |
| Working Papers | | 600 | | 600 |
| Local Promotion & Administration | | 750 | | 750 |
| Administrative Support | | 6,000 | | 6,000 |
| TOTAL | | $46,130 | | $46,450 |
| TWO YEAR TOTAL | | | | $92,580 |

BUDGETARY EXPLANATIONS

Salaries:
If at all possible the Association would like the staff members to stay for at least two years, and three years would be preferable. In order to do this we will need to provide salary increments. Continuity in staff was stressed as very important by the former staff of the project as well as by the Advisory Board.

Explanation of Equipment Costs in Year One:

(1) Stencil Filing Equipment--$207
Presently, we have over three hundred stencils piled on the floor under the mimeograph machine. There is no way we can file them or arrange them for quick access. This item is drastically needed as a necessity item because of the large amount of stencils used by this office.

The "combination" model is preferred as it will serve as a stand for the mimeograph and house mimeograph supplies. Presently, the mimeograph is on a table shared by various items necessary in the operation of the mimeograph machine. This table is needed drastically for assemblying and for mailing purposes. It is now doubling as a service for both functions.

(2) Electric Typewriter--$500
The secretary presently uses a Royal typewriter which was purchased in used condition five years ago and has been diligently used by the Project's secretary since that time. The present typewriter can be used by the new staff person as a personal typewriter at his desk. In order to do work with a continued neat appearance it is necessary that we get an electric model.

(3) 8-Station Electric Table Top Semi-Automatic Collator--$375
Our present system of collating resembles children picking up berries in an open field. We take all the material three floors down to a conference room used by the YWCA, lay everything out on the floor and assemble. A desk-type collator would be invaluable considering the increased number of multi-page publications we have done in the past year.

(4) Two New Typewriters with Trade-In--$300
Those typewriters used by the staff now are at the stage of "unrepairability". These are old machines bought used at the beginning of the project and used as multi-purpose typewriters by the two staff people. The price quoted is for two new Royal manual machines with a trade-in of the two old machines.

(5) Two Four drawer Filing Cabinets--$200
We now have nine cardboard file boxes stacked on top of each other in an aisleway. To get to something at the bottom of the stack, this necessitates removing all boxes and opening the intricate network of string and flaps which close each file.

(6) Electric Tabletop Stapler--$88
A convenience item comensurate with the phenominal amount of stapling done by the secretary and staff.

(7) Xerox 812 Desk Copier ($55 per month)--$660 per year
A great deal of work could be saved reproducing copies by typewriter and other methods through the convenience of this item. We presently use the copier at the stationery store six blocks away at 35¢ a copy or the one at Georgia Tech, five miles away, at 6¢ a copy. It would be possible to share this with a neighboring office.

(8) An additional staff person will require the purchase of another desk, chair and accessories--$180

These equipment additions were emphatically recommended by Rick Stevens and Hayes Mizell as the former staff members of the Project.

Conference:
The bulk of the project's work in the past has been done through travelling and through conferences. An ability to plan and carry out a conference at an opportune moment to reach large numbers of students, or to examine a timely issue is a tremendous asset for the Project. Particularly important will be a series of conferences in the Fall, designed to relate the summer experiences of the involved students to the problems of the college.

Administrative Support:
This covers rent, heat, light, accounting, audit, bank charges, staff travel of NSA officers in conjunction with the Project and support costs incurred both in the Atlanta and Washington offices.

ADDENDUM TO THE PROPOSAL FOR A SOUTHERN PROJECT OF USNSA

TRAVEL ASSISTANCE TO SOUTHERN STUDENT LEADERS TO ATTEND THE USNSA CONGRESS

One of the reasons for the relatively unsophisticated nature of campus student activity in the South, is the lack of opportunity for the exchange of ideas with student leaders from other schools and other parts of the country. The Advisory Board, staff, and officers were unanimous in their feeling that the NSA Congress provides a rare opportunity for the broadening of the students' outlook, for the acquisition of new ideas, insights, and knowledge, and for a real exchange about the problems that confront our institutions of higher learning and our society. So many of these students do not personally have the money to attend the Congress nor do their student governments. Therefore the Association would like to request a grant of $3000 to assist thirty southern student leaders to attend the Congress. This would be matched by another $3000 from the Congress funds to help defray the registration and living costs while at the Congress.

UNITED STATES NATIONAL STUDENT ASSOCIATION
2115 S STREET, N.W., WASHINGTON, D.C. 20008 • 202/387-5100 • CABLE/NATSTUD

April 28, 1966

2

Mr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth Street
Atlanta, Georgia

Dear ~~Mr. Anthony~~, Paul,

We have received a letter from Les Dunbar informing us that the Board of Directors of the Field Foundation had voted the sum of $70,000 to support the Southern Project for the next two years. Aside from a general scaling down of the budget, there was a specific deletion of travel subsidies for Southern students to the NSA Congress, travel for conference speakers, and travel for the advisory board. The money will be given when we have selected a director for the project.

We are not sure what effect the financial deletion will actually have on the functioning of the advisory board. It will probably mean that there will need to be a greater emphasis on the informal aspects of the advising function. I would certainly like to talk with you about what kind of arrangements might be made.

At this time the number one task is to find a director for the project. We would very much appreciate receiving the names of potential project directors from you. We would like to select someone within the next three or four weeks and begin project operations again by June 1st. Any information you could give us about possible candidates would be very much appreciated.

I hope to hear from you soon. Thank you very much for your assistance in the preparation of the Field proposal and for advice to us in dealing with the Foundation.

Sincerely,

Jim

James A. Johnson
National Affairs Vice President

JAJ/ps

P.S. I am enclosing a copy of the NSA Handbook which has just recently been printed. It is the best general description of the Association available at this time.

May 4, 1966

Mr. James A. Johnson
United States National Student Association
2115 S Street, N. W.
Washington, D. C. 20008

Dear Jim:

Congratulations on the grant. It's a great relief to know that the Southern Project will soon be back in business and I look forward to the opportunity of trying to help.

I suspect we can find ways to get around the problems created by the travel funds having been deleted for the advisory board. I will be happy to discuss this with you.

We will start looking around and if we come up with any decent suggestions for potential director we'll pass them on to you.

Thanks for the copy of the handbook. It's an extremely well done publication.

Best.

Sincerely,

Paul Anthony
Executive Director

PA/km

Rec'd 5/18/66

file U.S.NSA Southern project

AK
E.S.
MJ pl

TO: Members of the Southern Advisory Board

FROM: Jim Johnson, NAVP, U.S. National Student Association

RE: Staff for Southern Project

The enclosed letter was sent to fourteen different individuals on Thursday of this week. The fourteen are the following:

Bill Roberts
South Carolina Council
3258 Bagnal Drive
Co umbia, South Carolina

Rick Edwards
Union Theological Seminary
Student Dormitory
New York, New York

Alan Levine
c/o Freedom Forum
P.O. Box 13636
University Station
Gainesville, Florida

Brad Poston
NIRO Intern
South Carolina Student Council
on Human Relations
1330 Laurel Street
Columbia, South Carolina

Dan Harmeling
University of Florida
P.O. Box 13636
University Station
Gainesville, Florida

Jody Palmer
Emory University
SSOC Staff
1807 Portland Avenue
Nashville, Tennessee

Gwen Patton
Student Government Offices
Tuskegee Institute
Tuskegee, Alabama

David White
Bellarmine College
2241 Talbott Avenue
Louisville, Kentucky

Cathy Tyler
South Carolina Student Council
on Human Relations
1330 Laurel Street
Columbia, South Carolina

Marva Fisher
Shaw University
Raleigh, North Carolina

Gloria Wise
Spelman College
Atlanta, Georgia

Tom Gardener
University of Virginia
Jefferson Chapter
VCHR
Box 22, Newcomb Hall Station
Charlottesville, Virginia

Ken Washington
Talledega College
Talledega, Alabama

Ann Mallett
290 Milner Building
Jackson, Mississippi

If you have any comments on the possibilities mentioned on this list, please notify me.

I will look forward to hearing from you.

UNITED STATES NATIONAL STUDENT ASSOCIATION
2115 S STREET, N.W., WASHINGTON, D.C. 20008 • 202/387-5100 • CABLE/NATSTUD

May 13, 1966

Brad Poston
NIRO Intern
South Carolina Student Council
on Human Relations
1330 Laurel Street
Columbia, South Carolina

Dear Brad,

The National Student Association has recently received a grant from the Field Foundation, Inc. for the continuation of the Southern Student Human Relations Project for an additional two years. For several years the project had been operating out of Atlanta until an interruption in its activities from January through May of this year.

The summary of the proposal which was accepted by the Foundation as follows:

> USNSA seeks to re-establish a Southern Project with a primary emphasis on the complete integration of the Southern college campus and with secondary emphasis on directing student energy toward the solution of broader social problems in the South resulting from policies of discrimination.
>
> Through a careful examination of the successes and failures of the Southern project over the past six years, the necessity of campus based and directed activity toward institutional integration became clear. Students have played a major role in the Civil Rights movement of which many Southern students are veterans. However, the experience gained by students off the campus have not been applied to campus problems which are of great significance. The primary aim of this project will be to stimulate action on the campus by those who have moved off campus, those interested but not now working effectively, and to begin to focus attention of students on the pre-requisites for an integrated campus. While remaining campus based the Project will continue to direct those students who wish to withdraw from school or work during their summers in Civil Rights activities to appropriate projects.

We are now in the process of hiring the staff for the project for the coming two years. It is our intention to hire a director as soon after June 1st of this year as is possible and to hire two additional staff members beginning their work on August 15th. In addition, one secretary will be hired shortly after the director begins his work. The salaries for the positions are the following: director - $5,500 first year - $6,000 second year; staff assistants - $4,500 first year - $5,000 second year (if two year commitment is made). The headquarters would continue to be located in Atlanta.

You have been suggested to us as a person who might very well be interested in applying for one of the above mentioned positions. The purpose of this letter is to outline the criteria for selection of project staff and to encourage you to apply for one of the positions so that we could have the opportunity to consider your application and perhaps arrange for an interview.

The section on implementation in the proposal reads as follows:

> The issues that will be raised by the program will require a staff with a good knowledge of general educational problems (academic policy formation, faculty hiring and tenure policies, housing problems, academic freedom and civil liberties) as well as an historical and sociological background and understanding of the racial problems. They should have sufficient flexibility to be able to work successfully with students not yet committed to social change as well as those eager for action.
>
> The Project would be administered by a Director ~~who would be~~ responsible to the National Affairs Vice President of NSA. ~~The Director~~ would be assisted by two staff members although all three would be considered field staff.
>
> The officers of NSA and the Project staff would be assisted by an Advisory Board chosen from among the leaders of de-segregation activities in the South and former staff members. Regular liaison would be maintained with members of the Advisory Board.

Other than those qualifications mentioned in the implementation section, we would be concerned about the academic background of the applicant, his past experience in civil rights or human relations work, his general ability to analyze quickly and perseptively, and his ability to speak well in front of a variety of different groups.

If you are interested in applying, please send information arranged in the following categories: 1. Educational background (including degrees held) 2. Academic Scholarships and/or fellowships held. 3. Non-Academic honors or awards 4. Community activities 5. College or university activities 6. Summer work experience (tell briefly how you have spent your last three summers) 7. References (list at least three names of individuals we could call or write for more information on you).

As I am sure you can tell from the dates mentioned above, we are in a hurry to select the director and would like to begin to decide on the staff. I hope you will make every effort to let us know soon if you are interested in the positions.

Sincerely,

James A. Johnson

James A. Johnson
National Affairs Vice President

JAJ:ps

UNITED STATES NATIONAL STUDENT ASSOCIATION
2115 S STREET, N.W., WASHINGTON, D.C. 20008 • 202/387-5100 • CABLE/NATSTUD

Recd 6/2/66 Jee

June 1, 1966

Mr. Paul Anthony, Director
Southern Regional Council
5 Forsythe Street
Atlanta, Georgia

Dear Paul,

I am planning to be in Atlanta on Tuesday, June 7th and would like to make an appointment to see you. I am interested in discussing a couple of things pertaining to the Southern Project, a proposal for assistance to the Poor People's Corporation, and a proposal that I have developed concerning the attendance of Southern Negro college students at the National Student Congress in August.

If it is possible to get together on that day, I would prefer sometime in the afternoon, but will call on Monday to confirm whatever time would be most convenient for you.

Thanks.

Sincerely,

Jim

James A. Johnson
National Affairs Vice President

JAJ/ps

UNITED STATES NATIONAL STUDENT ASSOCIATION
2115 S STREET, N.W., WASHINGTON, D.C. 20008 • 202/387-5100 • CABLE/NATSTUD

File

Cr. ref. New World Fd. Fund #2 Contingency (Youth Groups)

June 9, 1966

Mr. Paul Anthony
Director
Southern Regional Council
5 Forsythe Street
Atlanta, Georgia

Dear Paul:

We are in the process of finalizing plans for the 19th National Student Congress at the University of Illinois. As you know, the Congress brings together student leaders to discuss educational and social problems and to compare solutions found to be effective in attacking those problems. Appromimately 1,000 students from more than 250 different colleges and universities attended the last NSA Congress.

There is missing from the Congress, however, adequate representation from the Negro colleges in the South. Usually only a small number of individuals from these schools are able to attend because of financial difficulties. This is extremely unfortunate because in many ways they are the individuals who can benefit most from contact with students from other areas of the country and from the seminars that are planned for the Congress.

This summer we would like to institute a special program to remedy this problem. We would like to like to identify approximately 30 individuals from the various Negro colleges in the South and invite them to come to the Congress on scholarships. It would be our intention to organize a special seminar for these students and the white students from the South in addition to having them participate in the Student Body President's Conference and the regular Congress activities. We would essentially like to offer an intense, three week experience in leadership training and exposure to new ideas and people.

An additional reason for our interest in this project is associated with the Southern Project of USNSA. The Association has just received a two year grant from the Field Foundation to continue work on the integration of the Southern campus. These 30 students would be a basis for ongoing contact between the Southern Project and the schools that would be represented. In addition the Project personnel would be equipped to do follow-up work with all those students attending the Congress. We feel this to be very important.

We would like to request two things from the SRC at this time:

1. That you cooperate with us on the execution of this program and serve as a focal point for our recruitment effort until the Southern Project begins functioning in late summer; and

2. That you contribute $2,500 to the cost of this program. This amount will be approximately half the money required to offer free transportation and room and board for the duration of the Congress.

We feel that this is a very worthwhile project and will look forward to your reaction to the proposal.

Sincerely,

Jim

James A. Johnson
National Affairs Vice President

# UNITED STATES NATIONAL STUDENT ASSOCIATION

☆

CITIZENSHIP

☆

SCHOLARSHIP

☆

FELLOWSHIP

— SERVING THE EDUCATIONAL COMMUNITY —

March 9, 1966

Mr. T. J. Kiernan
Manager of Personnel
U. S. Rubber Company
1230 Avenue of the Americas
New York, New York 10020

Dear Mr. Kiernan:

Mrs. Frances Pauley, Executive Director of the Georgia Council on Human Relations, has told me of her conversation with you and your wish to know more about the Southern Regional Council and the State Councils on Human Relations.

Enclosed are several materials which will describe the Council, its work and its philosophy. You may find particularly interesting the Annual Report of the Executive Director in which we outline in brief form our program of 1965 and our plans for 1966. Beginning on Page 10 of that report you will find several pages of comment about the State Councils.

The Southern Regional Council and the State Councils have roots that go back to 1919. We are inter-faith and inter-racial. We are southern on the basis that southerners must and can resolve their racial differences and contribute substantially to regional development.

I believe the network of State Councils throughout the region is a unique and valuable thing. The

essence of these groups is to give people in each community an opportunity and guidance to work together to resolve their problems. Implicit in this is the idea of local people contributing to the growth of a healthier community in every phase of community life. To us this idea sounds both sound and simple, yet it has not been easy to carry out this program during the past decade. Now we believe this is possible in the finest sense if these State Councils can attract adequate resources.

Mrs. Pauley informs us that you are willing to consider support of these Councils with emphasis on program development in communities where the U. S. Rubber Company has plants. Accordingly we shall forward to you shortly a proposal for your consideration.

Please let us know if we can provide additional information and know that we are grateful for your interest.

Sincerely yours,

Paul Anthony
Executive Director

PA/km

Enclosures - 6

cc: Mrs. Frances Pauley

April 26, 1966

Mr. T. J. Kiernan
Manager of Personnel
U. S. Rubber Company
1230 Avenue of the Americas
New York, New York 10020

Dear Mr. Kiernan:

On March 9th I wrote you at the request of Mrs. Frances Pauley of the Georgia Council on Human Relations. In that letter it was stated that we would shortly send to you a request for support to the Councils on Human Relations. We have not done so since I wanted some assurance that it was appropriate to follow through on this.

I am sure that there is all too much paper, as well as work, on your desk without us adding to it unless it is appropriate.

Would you be kind enough to let me know whether or not Mrs. Pauley was correct in her impression that the U. S. Rubber Company might consider support for her program and those like it in the region? If you feel this is not appropriate, we will certainly understand and let the matter rest.

With best wishes.

Sincerely,

Paul Anthony
Executive Director

PA/km

file

UNIROYAL

UNITED STATES RUBBER COMPANY
Rockefeller Center
1230 Avenue of the Americas
New York, N. Y. 10020

Telephone: Circle 7-5000

April 29, 1966

Mr. Paul Anthony
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Mr. Anthony:

Thank you for your letter of April 26th requesting support for the Southern Regional Council.

Due to the many similar requests we receive from local, state, and regional organizations and the limited base we have available for contributions, we have had to concentrate our support to national organizations such as The United Negro College Fund; The United Negro Capital Development Fund; The National Urban League; etc.

Should the time come when we are in a position to broaden the base of our contributions to include regional associations, we would give the Southern Regional Council every consideration.

Again thank you for your interest.

Sincerely,

T. J. Kiernan

T. J. KIERNAN
Manager of Personnel Relations

TJK:ek

cc. Frances Varley
Josephine Wilkins

Sept

# United States Youth Council

236 EAST 46TH STREET, NEW YORK, N. Y. 10017 PHONE: (212) 687-3674 CABLE: USYOUTH

U. S. AFFILIATE, WORLD ASSEMBLY OF YOUTH

Make file "U.S. Youth Council" + file in U.S. Section

August 7, 1967

Mr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta, Georgia

Dear Mr. Anthony:

Enclosed is a proposal for aid to the needy in the Southeastern United States. The approach combines emergency relief with a longer-range attempt to prevent conditions from deteriorating into the crisis stage again.

The emergency phase is very hard for us to budget. We are asking assistance from the Red Cross in estimating costs of emergency relief measures, but we wanted to send you this first draft for your comments as soon as possible.

Our difficulty in estimating costs is twofold. First, we must distribute over an almost unlimited number of miles, an unknown quantity of food and medical supplies (some portion of which can be secured through donations) to a currently undisclosed number of persons for an unestimated period of time. These four variables are hard to work with.

Second, we do not know the amount of funds potentially available for such assistance. We would begin with emergency aid to Mississippi, but would hope enough would be available for longer-range relief. Jim Fowler prepared a budget estimate, and items that we feel should be included in a comprehensive program are reflected in that estimate. We would appreciate your comments on what items are reasonable for this budget in light of the basic concern over the emergency nature of the problem.

The Youth Council is sincerely interested in working on the sustained effort, or Phase II, of our proposal. Both Jim and I, as Texans, are not naive about the problems of involving local resources in the solution of this type of problem, but we feel it is the only truly long-range solution.

Thank you for the opportunity to share the draft of this proposal with you and we welcome your candid comments.

Sincerely,

Reed Martin

Reed Martin

CRM/jpm
Encl.

# PROPOSAL FOR A NATIONAL PROGRAM FOR EMERGENCY AID TO THE NEEDY IN THE SOUTHEASTERN UNITED STATES

## I. BACKGROUND

### A. Dimension of the Crisis

Private organizations active in the fight against poverty and for civil rights have devoted their energies to high-visibility problems and long-range solutions. Recent evidence has shown that we have forgotten the simple necessities, and that people are starving in several Southern states. The problem is not just one of abject hunger which can be ameliorated in a short period of time. It is far more serious, for present conditions will lead to such irreparable harm to mind and body of a generation of poor children that all other solutions--education, training, equal opportunity, etc.--will be of no avail. A person whose mental or physical growth is stunted in childhood because of starvation will never be able to develop into a full participant in our society.

Local residents in the South, for whatever reason, have not seen the existence of these critical conditions. Before recent Congressional interest, local groups often denied any poverty in their area. In many instances, poverty is so invisible that one might sincerely perpetuate the myth that everyone is being taken care of. In a rural economy, there is a strong presumption that anyone with access to land can at least raise enough to eat so that no rural Negro could ever starve. But in addition to this myth, local resources are often not capable of aiding on a scale commensurate with the needs

of the problem. Even assuming there is not a conscious attempt to avoid helping Negroes on the part of local government or local agencies, these local units cannot now meet emergency needs. The immediate solution must be one which draws on other sources of support to supply donated goods that are presently needed in the South.

B. Needs for Long-Term Solutions

The development of a long-lasting solution is more difficult. Because of the lack of current information and understanding about the dimensions of the problem, one is unsure whether local resources could meet the need or whether assistance will continually have to come from the outside. An extensive survey must be performed which deals not just with the medical facts of the issue--degrees of hunger, malnutrition, starvation, etc.--but with the capacity for indigenous organizational assistance.

After beginning to alleviate the crisis situation, the real solution must depend on local help rather than a "foreign aid" program. First, without developing a tangible program for long-term assistance, there is no way to insure against facing a crisis every few years (or months). Second, without involving local organizational resources, we cannot familiarize them with the existence of the problem, let alone commit them through action to solving it. A massive federal or other "crash" program that does not seek to involve local institutional bases will evade a central part of the current problem--local failure to understand or become involved with the poor person's situation.

By working on the local level, one can develop strategy for long-term solutions of the hunger problem wherever else it is found. And the current inquiries into hunger may well find increasing problems among migrants in the Southwest and Indians in the West as well as with rural Negroes in currently unpublicized sections of the Southeast.

C. U.S.Y.C. Capacity

The United States Youth Council has long supported this type of activity in policy and has worked on two national programs of relevance to this proposal. Through Books for Equal Education, now in its fourth year of operation, the Council has secured donations of college-level books from students to send to Negro colleges who face loss of accreditation because of library deficiencies. The distribution point is out of a large warehouse in Atlanta which could serve to meet the immediate needs for food, vitamins, and medical supplies where now we meet longer-range problems with books. Through the Fast for Freedom in 1965 and 1966 the Youth Council cooperated in soliciting Thanksgiving donations from college students and using the money to pay costs of distributing Department of Agriculture surplus food to needy in Mississippi.

In both of these programs, the Council has worked at the national level, soliciting commitments from national organizations and hundreds of universities, and has carried out its program on a local level working with large numbers of small local and regional groups and agencies. Because of our physical presence in Atlanta, as well as enjoying a fine working relationship with the Southern Regional Council, we have sufficient local contacts to effect a

local distribution plan, as well as a warehouse suitable for collection of food and supplies.

II. OBJECTIVES

A. Emergency aid of food and medical supplies to needy in reported areas during an initial three month period.

B. An exhaustive survey of local resources, public and private, to estimate the possibilities for, and develop, a sustained year-round system to insure adequate health to needy persons in the South that would also allow immediate assistance in any crisis such as the present one.

C. Commit the private sector to aid through donations of goods and services where public responsibility has failed.

D. A secondary objective, but one important to the goal of a sustained effort, is to work with non-political organizations, both at a national and local level, which are not currently committing any resources to poverty work. On the irrefutable issue of immediate need for food and medical supplies we should join in a good faith effort with these groups, and through involvement, seek their further commitment to problems of poverty.

III. BENEFICIARIES

A. The primary beneficiaries would be the target area residents who would receive needed supplies, as well as a general increase in the health of the communities involved.

B. The local community would have been aided in establishing a pattern for assessment of and response to serious crises of the current nature.

C. A wider base of civic organizations will become involved in the general area of poverty work with, hopefully, a sustained commitment that would lead to involvement on other levels.

D. The nation as a whole would benefit from a program to avoid wasting the lives of a large segment of its southern states, as well as wasting a generation of young Americans whose physical conditions, if not altered, would sentence them to a life-imprisonment in poverty.

IV. PROPOSAL

A full-time director, assistant director and an administrative assistant/secretary would operate out of the Books for Equal Education warehouse which is currently in operation in Atlanta.

PHASE I--EMERGENCY AID

A. An immediate effort would be made to secure donations of non-perishable foodstuffs and medical supplies at a national level through national organizations with which U.S.Y.C. is in contact, from national companies who produce such goods, and in consultation with appropriate federal agencies.

B. The Atlanta staff, through the good offices of the Southern Regional Council, would arrange an emergency distribution system to those most immediately in need.

C. The costs of shipping and distribution would be paid for by the Youth Council from this grant to avoid needless delay during this genuine crisis. In the future, if possible, and when recipient's lives did not literally depend on speed, donations of transfer costs would be solicited.

PHASE II--SUSTAINED EFFORT

A. As distribution occurs, the Atlanta staff will process requests from complaining areas and will document the level of need in various localities. This documentation will serve as the basis for a nation-wide program of education that will work as part of the overall program soliciting donations of supplies. As part of the survey, the Atlanta staff will examine the local resources, their ability to aid in a sustained effort, and their commitment to helping the poverty-stricken in their midst. After this extensive survey by persons in the locales involved, we will evaluate the possibility of a sustained effort being run by the localities.

B. The Atlanta staff will work to increase the availability of and access to medical and other relevant facilities in areas of need. In many areas of the South, particularly rural areas, no such facilities exist. An attempt will be made, through U.S.Y.C. contacts with other national youth and youth-serving organizations, to get volunteers to aid in the development of such facilities. Perhaps a medical corps like the Teachers Corps will be needed to meet the needs of this peculiar regional problem, but as an immediate solution the resources that exist at the youth level are the best alternative. Mobile health centers should be developed to visit the poor and render basic medical assistance rather than expecting the poor to travel to a central facility.

C. Attempts should be made to enable the needy to help themselves. Educational materials on health, hygiene, dietary needs and buying of foods should be made available at a proper literacy

level. If the poor have access to land, seeds should be donated to allow supplements to one's diet.

D. A nation-wide campaign beginning no later than September on college-campuses, in churches, in youth organizations, and in contact with business, will seek to educate the nation as to this problem. In addition to specific assistance for the Southeast as a result of this education campaign, a secondary objective will be to turn young volunteer and professional resources toward examining this problem in their own locales, so that the solution to the crisis in Mississippi will truly be a national program of aid to the hungry.

ATLANTA EMERGENCY FOOD PROJECT

ADMINISTRATIVE BUDGET

October 1, 1967--September 30, 1968

I. DIRECTOR

| | |
|---|---|
| Salary | $8000.00 |
| FICA | 352.00 |
| Ga. Extras | |
| | $8352.00+ |

II. ASSISTANT DIRECTOR

| | |
|---|---|
| Salary | $6000.00 |
| FICA | |
| Ga. Extras | |
| | $6000.00+ |

III. ADMINISTRATIVE SECRETARY

| | |
|---|---|
| Salary | $5200.00 |
| FICA | |
| Ga. Extras | |
| | $5200.00+ |

IV. NEW YORK CITY WORKERS

V. OTHER WAREHOUSE WORKERS

ATLANTA EMERGENCY FOOD PROJECT

OPERATING BUDGET

| | | | |
|---|---|---|---|
| I. | COMMUNICATIONS | | |
| | A. Postage | $1000.00 | |
| | B. Telephone and Telegraph | 2400.00 | |
| | | | $3400.00 |
| II. | EQUIPMENT RENTAL AND MAINTENANCE | | |
| | A. Printing | | |
| | 1. Machine | 500.00 | |
| | 2. Supplies | 750.00 | |
| | 3. Pitney-Bowes Collator, etc. | 4500.00 | |
| | | 5750.00 | |
| | B. Desks and Chairs | | |
| | C. Typewriters | | |
| | D. Water Cooler | 120.00 | |
| | E. Mimeograph | | |
| | 1. Machine | | |
| | 2. Supplies | | |
| | F. Maintenance (all equipment) | | |
| | | | $5870.00+ |
| III. | WAREHOUSE EXPENSES | | |
| | A. Utilities | | |
| | B. Insurance | | |
| | C. Rent | | |
| | D. Janitorial Services | | |
| | E. Stationery and Special Office Supplies | | |
| | F. Gratuities | | |
| | G. Advertising | 500.00 | |
| | | | 500.00+ |
| IV. | TRAVEL | | |
| | A. Staff | 3500.00 | |
| | B. Insurance | | |
| | | | 3500.00+ |
| V. | EMERGENCY PHASE | | |
| | A. Staff<br>Warehouse and delivery workers | | |
| | B. Supplies<br>Food and medical supplies which must be purchased during initial period | | |

V. EMERGENCY PHASE continued

C. Transportation
Rental and operation cost of transportation facilities

VI. CONTINGENCY 5%

TOTAL _____

file

# United States Youth Council

236 EAST 46TH STREET, NEW YORK, N. Y. 10017 PHONE: (212) 687-3674 CABLE: USYOUTH

U. S. AFFILIATE, WORLD ASSEMBLY OF YOUTH

Rec'd 8/9/67

August 8, 1967

Mr. Vernon Jordan
Voter Education Project
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta, Georgia

Dear Mr. Jordan,

The U.S. Youth Council has become increasingly interested in developing programs at the local level in areas which are of traditional interest to SRC, and especially to the Voter Education Project. Our organizations have had some contact over the past few years, with particular regard to the Books for Equal Education project in Atlanta, and we are currently in communication with Paul Anthony over emergency relief in Mississippi. I hope that we could increase the contact.

I have recently completed a "model" program which would seek to amalgamate student and young professional resources in a low-cost volunteer effort to help the poor alter their condition. Because of its techniques, as well as its substantive aims, I felt it would be of interest to SRC.

As you can see from the enclosed model, it would extensively survey the problem area and tailor its approach to specific community needs. The program would include voter registration and voter education, as well as areas of consumer protection and consumer education, development of consumer cooperation, explanation of citizen rights and government structures, and investigation into and exposure of abuses in areas like jails or bail bond practices.

I mention these areas specifically because I know of SRC's interest in them from discussions with various members of the staff over the past several months. I would appreciate any suggestion you might have for funding possibilities if you feel this comprehensive model approach should be pursued further.

As any model, this program could emphasize one aspect over the others. I have particular interest in an extensive voter education program in Texas. There are great potential youth resources in that state and yet little is being done there. With a new registration

system now going into effect, and having never had a thorough system of voter education, Texas seems ripe for activity. I have corresponded over the past several months with Jack Murray of the Houston Council and I think we could play a responsible and helpful role in developing a program in one of the SRC's eleven states. As a member of the Texas Bar, I feel I could make a greater contribution in Texas than any other state.

Such a program would have basically three phases, as discussed in detail in the enclosed memo. First, contact would be established with the poor in substantive manner so that the basic grievances that motivate the poor would be disclosed. Extensive surveys would add needed facts to this process of analysis. Second, a campaign of voter registration would try to reach all those unfamiliar with voting, explain the mechanics of the new system, and seek to remove obstacles from the path of registration. Third, a several month period of voter education would follow, relating voting to the satisfaction of grievances.

The education program is needed to avoid a repetition of the 1966 experience when of those new registrants from the special period ordered after court ban of the poll tax, a number over 100,000, only 9% voted. The program would include the development of materials similar to your "Know Your Georgia Government" which would examine functions of local government in relation to the individual, would be prepared at an appropriate literacy level (or in some cases, Spanish) and would be widely distributed to poor registrants. Study groups using these materials and contact with elected officials would complete the education program.

I am still basically committed to the comprehensive approach outlined in the enclosed memo, but I wanted to emphasize the potential inherent in such a program for citizenship instruction since that is your main interest.

I hope that we can cooperate in some way in the execution of this proposal, especially if it aims toward a pilot or series of programs in Texas. Since the Youth Council has no funds to commit to such a program at this time, we will be dependent on outside support and I would greatly appreciate your comment on the program or funding possibilities.

Sincerely,

Reed Martin

CRM/jpm
encl.

cc: Jack Murray
Paul Anthony

Make folder
Universities, Pers.

12-5-63
replied to portion
of letter indicated
MA

December 4, 1963

Mr. Neal Riemer
Professor of Political Science
Pennsylvania State University — file
129 Sparks Building
University Park, Pennsylvania

Dear Professor Riemer:

I'm asking that the materials you requested be forwarded to you, and you may expect them shortly.

I think it's hard to say just yet what is going to be the effect of President Kennedy's assassination on the civil rights struggle. In recent weeks I have felt that the Administration was probably in the process of re-evaluating its politicaa position on this. There seems to be some evidence that it felt threatened, for 1964, by northern white reaction to its civil rights stand as well as southern political unrest. Everything now is unsettled. I suspect that the emotional reaction to the assassination has not yet set, throughout the country. Until it does, we cannot see the civil rights prospects clearly. I happen never to have shared the uneasiness which many persons have had regarding Mr. Johnson's personal and political views on civil rights. I think he will be firm and willing to lead, unless he becomes convinced that a more conservative approach would be advantageous to election. The civil rights issue is a very big problem, I think, for the Democratic Party in the North as well as the South. And I believe that the really urgent

question is not what the President will do, but what the Democratic leadership in states and cities, particularly in the North and West, will do toward maintaining the firmness of the northern Democratic Party on civil rights.

Come to see us if you are ever in Atlanta.

With best regards,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

20 Vesey St.
N.Y. 7, N.Y.

Interracial Review
Feb. 1963

MA please

# THE PENNSYLVANIA STATE UNIVERSITY

129 SPARKS BUILDING
UNIVERSITY PARK, PENNSYLVANIA

Non-white unemployment
Louis Buckley
Affirmative Action
Norred Neilson
The High Cost of Discrimination in Emp.

November 26, 1963

College of the Liberal Arts
Department of Political Science

Area Code 814
UNiversity 5-7515

Leslie Dunbar, Exec. Sec.,
Southern Regional Council,
5 Forsythe Street,
Atlanta, Georgia

Dear Mr. Dunbar:

I'm doing a study on the battle for first-class citizenship for America's Negro citizens and would like to be added to your mailing list so that I can profit from the research of your organization.

I would appreciate it if you would send me the following publications. Please bill me and I will send you a check.

1. Spearman and Meyer, Racial Crisis and the Press (1960).
2. Coles, The Desegregation of Southern Schools: A Psychiatric Study (1963)
3. Morland, Southern Schools: Token Desegreation and Beyond (1963)

May I also ask if you have brought up to date Margaret Price's study of The Negro and the Ballot in the South (1959). If you have, I would appreciate receiving the revised pamphlet or other revised data if done by someone else.

Similarly, has Henderson's The Economic Status of Negroes: in the Nation and in the South been brought up to date. Again, if it has, I'd like to receive the revised study.

I would like very much to visit with you and your staff personally and talk about some matters that are troubling me. More importantly, I'd like to talk to some knowledgeable people about white power structure on race relations. I strongly feel we need some first-rate empirical studies on this subject. The little reading that I've done leads me to believe that we haven't really done the kind of study here that we should be doing. Is anyone in your organization now working on this?

Discussed this

And if you can spare a few moments from your busy schedule, I would like to hear your view of the impact of President Kennedy's assassination on the battle for first-class citizenship.

Sincerely,

Neal Riemer

Neal Riemer
Professor of Political Science

P.S. If you can send along a listing of your publications, that would be greatly appreciated.

√ I.V. for MJ. file

The Woman's College
Office of the Dean

Duke University
DURHAM
NORTH CAROLINA

file Universities

January 21, 1964

Dear Dr. Dunbar:

President Knight has informed me of your inability to attend the regional American Assembly to be held at Duke March 12-15. We are extremely sorry that we shall not have you with us for this occasion. You would clearly have much to contribute were you able to be present.

We shall hope that you may be able to visit Duke at some later date.

We are extending an invitation to Mr. Muse at your suggestion, and very much hope that he will be able to attend.

Sincerely yours,

M. Margaret Ball

M. Margaret Ball
Director, American Assembly

Dr. Leslie W. Dunbar, Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Religious
five universities; duke or
gen. corresp.

January 23, 1964

Mr. Cranford Johnson
Assistant Chaplain
Methodist Center
Duke University
4574 Duke Station
Durham, North Carolina

Dear Mr. Johnson:

I am very glad to learn of the plans for your seminar in Atlanta, and I hope that I shall be able to meet with you and your students. Because of the uncertainty of some travel plans, I will not for a while know whether I shall be here on April 2 or, in fact, during the week. But if I am not here, one or two of the other members of the staff will be available, and can hold up our end as well as I could.

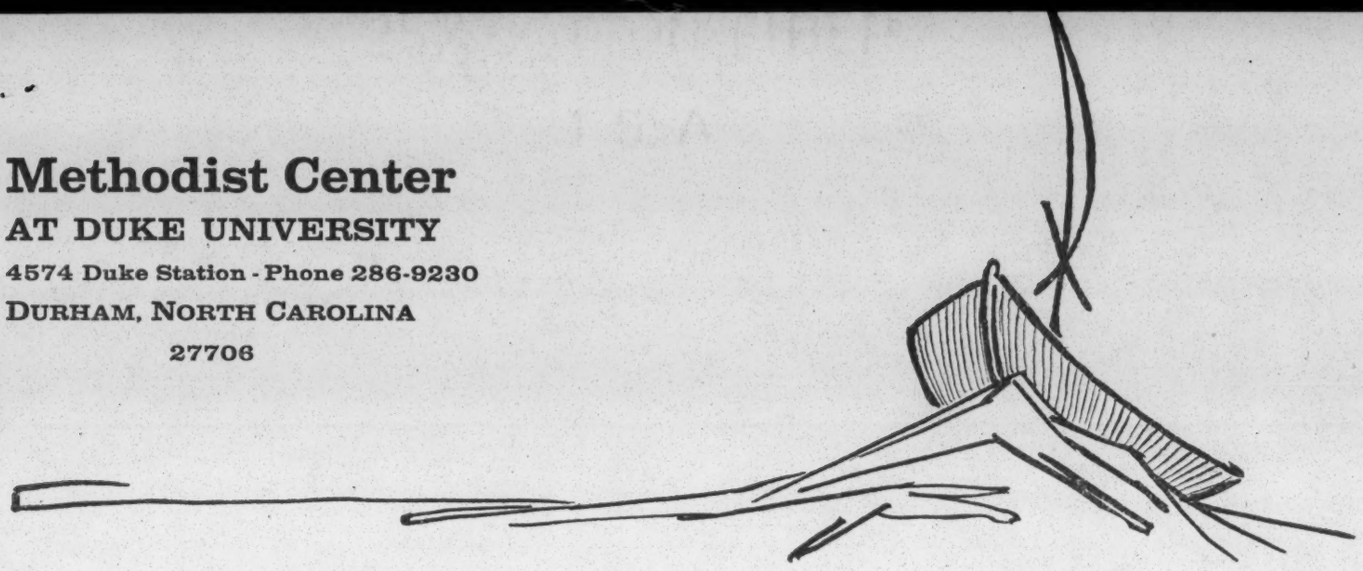
Best regards,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

**Methodist Center**
**AT DUKE UNIVERSITY**
**4574 Duke Station - Phone 286-9230**
**DURHAM, NORTH CAROLINA**
**27706**



January 20, 1964

Mr. Leslie Dunbar
Southern Regional Council
5 Forsythe Street, N.W.
Atlanta, Georgia

Dear Sir:

We plan to bring a group of students from our Center to Atlanta on April 1 - 5 for a seminar on "The Church and Social Change in a Southern City." Particularly, we want to see how the church is acting and reacting to the problems it faces, 1) in the inner city and 2) in the area of race relations. One crucial aspect of the whole area of race relations, it seems to me, is the matter of accurate information and communication. This, as I understand it, is your major concern at the Southern Regional Council.

Could we arrange a session with you to see something of what your work is? If so, would Thursday, April 2 be convenient for you? This is early in the seminar, which would be the best time to talk with you.

I look forward to hearing from you soon.

Sincerely,

Cranford Johnson

Cranford Johnson
Assistant Chaplain

CJ:pj

*Staff:* JACKSON W. CARROLL, chaplain; CRANFORD JOHNSON, assistant chaplain; RICHARD HEITZENRATER, program assistant; PAMELA L. JONES, office secretary; NANCI WELDON, president, student council; MCMURRY RICHEY, chairman, campus-church board, CHARLES E. JORDAN, chairman, board of trustees.

Univ. of Pittsburgh: Univ. of

S.B. - for info ✓
MJ - file

UNIVERSITY OF PITTSBURGH

GRADUATE SCHOOL OF PUBLIC AND INTERNATIONAL AFFAIRS

PITTSBURGH, PENNSYLVANIA, 15213

February 7, 1964

Mr. Leslie W. Dunbar
Southern Regional Counsel, Inc.
5 Forsyth Street
Atlanta, Georgia

Dear Mr. Dunbar:

I appreciate yours of the 23rd and have written off to Mr. Jackson and Dean Hounshell as well as requesting the pamphlet from the National Scholarship Service. It may be that when I get a reply from the above, I shall find that the areas which I felt needed further exploration have already been thoroughly covered by either Carnegie or Messrs. Clark and Plotkin. Many thanks for sending on these suggestions.

As I see more of Negro education, and I have spent at least 50% of my time on it since December 1st, I see more and more need for support from the predominately white institutions. For this reason, I was particularly pleased to note in your third paragraph that you had noticed more interest in this area in the last few months than in your entire experience until this point. I trust our paths will cross before long. I look forward to meeting you. The enclosed might, I think, interest you.

Sincerely yours,

Louis B. McCagg

Louis B. McCagg, Jr.
Secretary

LBM/cm
Enclosures

Mr Leslie Dunbar

UNIVERSITY OF PITTSBURGH
GRADUATE SCHOOL OF PUBLIC AND INTERNATIONAL AFFAIRS

January 27, 1964

Miss Florence N. Brady
President
American Association of Collegiate
Registrars and Admissions Officers
Occidental College
Los Angeles, California

Dear Miss Brady:

During a series of talks between the Phelps-Stokes Fund and this School for the purpose of coordinating their activities in the education of the Negro American we constantly have hit upon the problem that however effective one institution may be in the area of Negro education, the problem is one of much broader scope. The need and demand which Negroes are pressing on this country for equal opportunity in education must be faced by all colleges and univdrsities to be fully met. Further, we feel that if educational institutions can move convincingly and quickly in this field they will help solve the enormous problems in other areas where the Negro seeks similiar opportunity. Until academic institutions take a leadership role and focus their attention on Negro education, the progress of the whole civil rights movement will be impeded.

We should like, therefore, to propose the following as a subject for discussion at your next open conference: The Role and Responsibility of Colleges and Universities in the Education of the Negro American, where it could be given significant and widespread attention. It is a subject of such urgent importance to the whole country and to the lasting relationship between the races that national attention, as well as nationally known figures, would be drawn to the conference. It is also a subject, we find, that more and more institutions, businesses, foundations, and the federal government are attempting to engage in, but independently. We feel strongly that there is a great need for some coordination of these efforts in addition to the involvement of others. The subject offers any number of topics for discussion groups including, forinstance, academic evaluation and testing, financial aid and scholarships, historical, cultural, and environmental background, identification and recruiting, guidelines to future university activities, etc., etc. These are just a few sub-areas which could be usefully elaborated upon by conference discussion.

Representatives of the Fund and the School would like to discuss with members of AACRAO this proposal in the near future. Would a New York meeting on February 19th be a possible time for your New York City members to meet with us? We look forward to your reply with considerable interest and are ready to meet with you any time you are in the east.

With best wishes,

Yours sincerely,

Louis B. McCagg, Jr.
Secretary

and

Robert S. Browne
Director, Career Development Project
Phelps-Stokes Fund

LMC:gc
cc: James K. Hitt
Marjorie M. Cutler
Robert E. Mahn
Irene M. Davis
Ellen L. Deering

Address:
Phelps-Stokes Fund
297 Park Avenue South
New York, New York 10010

File
Universities - gen.

March 31, 1964

Mr. Miles Wolff
Box 2057
Johns Hopkins University
Baltimore 18, Maryland

Dear Mr. Wolff:

Mr. Dunbar has asked me to reply to your letter of March 19 concerning information about the Southern Regional Council. I think the best source of information is the enclosed January 1964 issue of New South. I am also enclosing a copy of our publications catalogue, if you see any pamphlets, reports, or studies that you would like to have, please let me know, and I will send them to you.

I would like to make this suggestion: that you get in touch with Mr. Harold Fleming, Director of Potomac Institute, 1501 18th Street, N. W., Washington, D. C.. Mr. Fleming was formerly the Executive Director of the Council. He joined the Council at its inception, and served as Information Director and Assistant Director before becoming the Executive Director. He was here all during the period mentioned in your letter, and I feel sure he would be an invaluable source of information for you. He is a very personable gentleman and I am sure he would be delighted to talk to you.

If we can be of further help, please let us know.

Sincerely yours,

Staige D. Blackford
Research Director

SDB:nm
Enclosures

Rec'd 3/23/64

SB - pls reply
Paul Anything
Monty
will have suggestions

Box 2057
Johns Hopkins University
Baltimore 18, Md.
March 19, 1964

Paul,
Will appreciate any suggestions.

Dr. Leslie W. Dunbar
Executive Director
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Dr. Dunbar:

Currently I am working on a paper on the Southern Regional Council for my Problems in the History of the Modern South course at The Johns Hopkins University. Dr. P. M. Gaston, head of the course and visiting lecturer in American history at Hopkins, suggested I write you, for I am having some trouble getting materials and information. The special emphasis of the paper is the S.R.C., 1944-1954, and its relation to school desegregation. Do you have any information or material you could send me or direct me to on this period or subject? Also, could you direct me to a good bibliography or sourse of materials on the S.R.C. I would appreciate any help you could give me.

Yours truly,

Miles Wolff

Miles Wolff

Harold Fleming

File
Universities - gen. corresp.

April 24, 1964

Miss Ramona Weeks
Managing Editor
University of Washington Press
Seattle, Washington

Dear Miss Weeks:

I am so very far behind now in my reading, and so busy also with two many other things that I am afraid that I cannot do a good job for you. I think, therefore, that I will have to decline your invitation to comment on the Northwood-Barth manuscript, interesting as it does sound. Try me again sometimes.

With best regards,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

University of Washington Press, Seattle, Washington 98105

W
BOOKS

April 17, 1964

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street N.W.
Atlanta, Georgia 30303

Dear Mr. Dunbar:

We are at present considering for publication a work entitled NEIGHBORHOODS IN TRANSITION, by L. K. Northwood and Ernest Barth, of the school of social work and sociology department, respectively, of the University of Washington. The manuscript is approximately 150 pages long. Would you be willing to read it and give us your candid opinion of its flaws and merits? Your comments may be general or specific; we are most interested in your recommendation as to the usefulness of the work. This would certainly be appreciated, and not that it is any munificent sum, we can offer an honorarium of $25.00.

I enclose a verifax of a description of the manuscript prepared by one of the authors which will serve to describe its approach and scope.

I look forward to hearing from you.

Sincerely,

Ramona Weeks

Ramona Weeks
Managing Editor

RW/mt

Enclosure

VERY IMPORTANT

**YOUR DESCRIPTION OF THE MANUSCRIPT** **(Describing its content, emphasizing its usefulness and value to reader, and pointing out its new and original contribution to information in its field.)**

The strategy of housing desegregation has received increased attention in recent years, first, as an end in itself, and second, because the formation and consolidation of ghetto conditions in the large central cities of the nation is threatening to negate programs for the desegregation of schools and other community facilities.

Logically, there are two strategies for housing desegregation. Either Negroes can move away from geographical areas of high Negro density, or Whites can move into them. Both of these strategies seem invested with many difficulties. This study will report on the first of these strategies, sometimes called "pionneering."

It will tell the story of fifteen neighborhoods which received their first Negro family during the past five years. The story is drawn from interviews with the Negro pioneers and five white families living nearby. The history of the process is narrated in case studies, which are placed in the context of Seattle race relations, population movement, and social agency services. We are pointing toward answering such questions as: What are the potentials of the pioneering strategy for housing desegregation? What can be asked of the Negro family, and what should be asked of the social agencies and citizen groups concerned about chauvinism and the growth of residential segregation.

Surprisingly, this is the first comprehensive, empirical study of this subject yet published. The book has both theoretical and practical significance. The "neighborhood" is dealt with as an interacting social system; the procedure by which a neighborhood integrates its newcomers are described. Since the newcomers are Negroes, this is a study of how initial desegregation occurs. This process is going on all over the nation. The knowledge of what helps and hinders in the process will be of use to agencies concerned with desegregation.

At the present time, there are several books which describe the housing problem of minorities; the moving process of residents from one neighborhood to another; gross population trends by race. These are on a general macroscopic level in which the details of the interaction process are not described in detail. The current volume helps to fill this gap. In addition, the data are reported in a fashion such that methods of helpful intervention are described in some detail. This should make it immediately useful for those who wish to help in the desegregation process.

File
Universities: Univ. of Mich
(if no such feder - file
Univ's. gen. corresp.)

April 29, 1964

Professor Robert J. Harris
School of Law
The University of Michigan
Ann Arbor, Michigan

Dear Professor Harris:

Mrs. Albright replied to your letter of March 19, and will also be responding to your letter of March 23 addressed to Mr. Branton; in fact, the enclosures she sent on March 25 may well represent much that we can give in answer to your letter to Mr. Branton.

I have your letter of March 24, and Mr. Vernon Eagle of the New World Foundation has shared with me your letter to him of April 9, as well as his reply.

I am particularly in agreement with your comment that individuals who have been drafting federal legislation and programs are not coming to grips with the actual problems. That same feeling motivated a small conference at the Notre Dame Law School last year in which I was a participant. The timing of the conference was all right in planning, but Birmingham upset all. By the time the conference's report came out, it was, I am afraid, too late to be of any important influence. I, nevertheless, think that that report still represents some pretty sound thinking, and in case you have not seen it, I am enclosing a copy.

Your endeavor to organize authentic, professional investigation and reporting of instances of violence and official repression is excellent. I am at a loss, however, to suggest concrete methods. We simply cannot take on another thing at this time. On the other hand, we are accumulating a great mass of stuff in connection with our Voter Education Project. We have, for example, field reports from SNCC workers and others, and we have some tape recorded interviews with registration workers and local Negroes in Mississippi and elsewhere in the Deep South. Most of the allegations about

intimidation and violence included in these are believable, but not verified; and the reporting is not, of course, precise.

When the Voter Education Project ends its field work this fall, we shall turn to preparing a book about it. In this we'll make heavy use of these stories. But, again, this is not what you seek, either in content or form.

I am sorry that I cannot offer you more help, but please do write to us if you see ways that you think we might be helpful. It is so hard to do this kind of thing, and when done it is sometimes discouraging to see how little attention it gets. For example, a group of Negro ministers in Birmingham, styling itself the Inter-Citizens Committee, has now for two years or more been collecting personal accounts, most of which are notarized, and most of which are longer and more vile than the enclosed samples which I have pulled out at random. Nobody much pays any attention to these.

With wishes,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:slw
Enclosures - 2

BC: Vernon A. Eagle

THE NEW WORLD FOUNDATION NWF

475 RIVERSIDE DRIVE, NEW YORK 27, NEW YORK

VERNON A. EAGLE
*Executive Director*

Rec'd 4/18/64

April 16, 1964

Dear Leslie,

Does this make any sense to you?

Best regards,

Vernon

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta 3, Georgia

THE NEW WORLD FOUNDATION

475 RIVERSIDE DRIVE, NEW YORK 27, NEW YORK

VERNON A. EAGLE
*Executive Director*

April 16, 1964

Robert J. Harris
Associate Professor of Law
The University of Michigan
Legal Research Building
Ann Arbor, Michigan

Dear Professor Harris:

The suggestion you outline in your letter of April 9 is, of course, not a new one. A number of people have talked about it from time to time, but to my knowledge you are right in stating that no one as yet has outlined a feasible method of carrying it out.

I talked at some length with Rowland Watts about his suggested approach but felt it was not a feasible one.

The Southern Regional Council is the only organization that I know of which could sponsor such a project, but I doubt it would appeal to them. They have enough to do.

I cannot imagine the American Historical Society or the American Bar Foundation getting involved in such a hot potato. To date, the Twentieth Century Fund has limited itself to more mundane matters, but since Morris Abrams is now on their Board, maybe things have changed.

It is a long shot, but perhaps Frank Graham is the type of man who could best head up such a project.

Sincerely,

THE UNIVERSITY OF MICHIGAN
LAW SCHOOL
LEGAL RESEARCH BUILDING
ANN ARBOR

April 9, 1964

Mr. Vernon A. Eagle
The New World Foundation
475 Riverside Drive
New York 27, New York

Dear Mr. Eagle:

From a variety of sources come repeated reports that in all of Mississippi and in parts of several other Southern states there is a reign of terror in existence, consciously designed to restrict Negro voting and repress any political or legal efforts to end racial segregation. Various isolated acts of violence come to the public notice in the press. Many more are reported in the publications of Tuskegee Institute, Student Nonviolent Coordinating Committee, Congress on Racial Equality, National Association for the Advancement of Colored People, and Southern Christian Leadership Conference, and in magazines of limited circulation. It is difficult for the man in the street, the scholar, or the law-maker to judge the accuracy of these accounts. The authors invariably are very sympathetic to the cause of Negro equality; indeed, the victims of violence often are employees of the organizations which publish reports of the violence.

The U.S. Commission on Civil Rights might be the logical agency to conduct such a continuing study, but it has pretty much avoided this task in its history to date, while publishing many volumes on other aspects of race relations. There is no public indication it now intends to enter this field. The Justice Department has a lot of headaches. For one thing, its jurisdiction under the 1957 Act is limited to voting intimidation and does not reach other kinds of intimidation. While it might construe its authority under earlier legislation as conferring vast investigative powers, it has not done so to date. Moreover, the Justice Department is not regarded as impartial by many of the people who are raising the claim that there is terror in the South; they accuse the Attorney-General of being more interested in racial harmony than racial justice, and they accuse the F.B.I. of dragging its heels in this area, because it wants to maintain the rapport with Southern police forces which is needed for effective teamwork in detecting and preventing nonracial crime.

The civil rights groups in the Deep South have been particularly critical of the conventional press, claiming that a great many developments have never been reported.

If the charges of violence and terror are true, the facts are of major importance to at least three audiences: the historians who must furnish the future with accounts of the revolution that is taking place; the public, which must make up its mind where it wants the nation to go and how it should proceed to try to get there; and the legislators who must fashion the tools for coping with the problem. Current legislation enforced in the current manner is ineffective--if these charges are to be credited.

There would seem to be an urgent need for investigation and regular reporting of these matters by a private group which commands broad respect for its impartiality and accuracy. This group should send field workers to the South to get to the scene of alleged racial violence as soon as feasible, gather as much data as possible, and make the data available to the audiences mentioned. It should be possible to locate most incidents with fair speed if constant contact is maintained with the Justice Department, SNCC headquarters in Atlanta, and the news services. I think it would be possible to recruit undergraduate and graduate students to do such investigative work in the summer, and some recent graduates would be willing to work beyond the summer period. There would be a real danger of arrest and some possible danger of violence to these investigators, but I think men could be found at once brave enough to face this and scholarly enough to report the facts fairly.

I do not know who might serve as director, nor have I very specific ideas of the ideal sponsoring group or the ideal group to provide funds. I should think the Southern Regional Council or the American Historical Society or the American Bar Foundation or the Twentieth Century Fund might be the sponsoring group. But I am not very knowledgeable in these matters.

I would suggest that the scope of the study be wider and narrower than racial violence. I would confine it to the charge that in parts of the country terror is being used: (1) to keep Negroes from voting or running for elected office; (2) to keep Negroes from seeking federal court remedies against disfranchisement and segregation of public facilities; and (3) to keep Negroes from raising

in politics or in the forum of public opinion serious questions about the wisdom of Negro disfranchisement and Jim Crow arrangements. If this terror is achieved by economic reprisals, unjustified termination of government benefits, or unjustified criminal prosecutions on superficially unrelated charges I would investigate it, although no violence is involved. Indeed, I would cover the mere threats of these things. On the other hand, I would ignore such acts of racial violence as the arbitrary selection of a Negro for mayhem; violence designed to "punish" a Negro man who allegedly was intimate with a white woman; or race riots.

To the best of my knowledge this task is not being done now, although Tuskegee Institute puts out an annual report on race relations which covers some of these matters lightly. In the February 1964 issue of the Workers Defense League News Rowland Watts, President of the WDL, announced an intention to form a Roving Commission of Inquiry into Racial Violence, consisting of prominent Americans who would be prepared on 48 hours notice to enter racial trouble spots and conduct investigations. These studies would go beyond the incident to explore the community's history of race relations to "yield useful object lessons to other communities." Patterned on the WDL's Commission of Inquiry into Forced Labor, this Roving Commission would be "semi-autonomous" and "independent of the civil rights organizations." It would consist of a panel of distinguished clergymen, labor leaders, and respected elders. My idea differs from this one in three respects: (1) I am interested in historical research at least as much as current political propaganda; (2) I would confine attention to terror against protest; (3) I would put sponsorship in the hands of an existing group, already known for its impartiality and accuracy, and likely to be regarded sympathetically by the key, uncommitted members of Congress.

This kind of project could not work miracles. It could only improve our knowledge of the facts; it could not give a definitive statement of what occurred. And persons interested in discrediting it would find ways of magnifying the inevitable errors and imputing base motives to the sponsors and field workers. There is a real likelihood that its findings would never have any current political impact and would benefit only historians. Indeed, since there is some conflict between the needs of historians and the needs of contemporary political propagandists, this division might cause difficulties in carrying out the program. But conceding all this, it seems sensible to me to launch such a project. It is hard to

see an alternative way to stimulate political interest in this part of the current race relations picture, and the raw data of history should not be thrown away if we can avoid it.

If this idea is to be implemented, the first step is to find a man who might be capable of directing such a project. If he could be found, foundations could be approached to support him. Have you any suggestions about who might serve in this capacity?

Of course, I should be delighted to hear any other comments you might care to make.

Roger Cramton, my colleague, suggested that you might be interested in such a project.

Yours very truly,

Robert J. Harris

Robert J. Harris
Associate Professor of Law

RJH:dcf

THE UNIVERSITY OF MICHIGAN
LAW SCHOOL
LEGAL RESEARCH BUILDING
ANN ARBOR, MICHIGAN 48104

March 24, 1964

The Southern Regional Council
5 Forsyth Street
Atlanta, Georgia

Gentlemen:

I have just started teaching a course in Race Relations Law. In connection with it I have been trying to gather data on race-connected violence and race-connected demonstrations. The Justice Department keeps some tabs on these matters and the Student Nonviolent Coordinating Committee does, too, but it is proving hard, so far, to get an accurate picture of just what has gone on to date in the Negro protest movement.

It seems likely that this summer will see more violence and more demonstrations. For a number of reasons it is vitally important that the facts of these incidents be ascertained and recorded with as much accuracy as possible. This is crucial American history in the making, and we have a chance to get the raw data straight, if we will invest the time and effort and money for the benefit of future historians. Second, the bulk of the American population is trying to settle upon its attitude towards these matters, and accurate presentation of the facts may well effect the mass attitude. I am not alone in thinking that the extent of violence and official repression of protests in several Deep South communities never came home to the American people because it was not reported, by and large. Unless the Student Nonviolent Coordinating Committee is lying through its teeth, its field workers have encountered far more violence than most Americans have heard about.

Third, and this concerns me as a legal scholar, I suspect that the individuals who have been drafting federal legislation and federal programs for dealing with official

and private racial violence in the Deep South are not coming to grips with the problem, because they are not accurately informed about the nature of the problem.

I should think it would be very valuable if some organization with a reputation for objective scholarship were to take upon itself the task of keeping current with these important developments as they occur and publishing the materials regularly. I have in mind such a group as the American Bar Foundation or the Southern Regional Council or the American Historical Society. I should think some foundations would be willing to sponsor such an endeavor and that field workers could be recruited.

If field workers kept in touch with SNCC headquarters in Atlanta, Georgia, and the Justice Department in Washington, D.C. and the news services, they probably would learn of most of the acts of violence and most of the demonstrations shortly after they occurred.

If there is merit to this idea, it should be implemented at once for as the days grow warmer this summer's season of violence and demonstrations ~~will be~~ beginning.

I should appreciate your reactions to this idea and any suggestions you can make about implementing it.

Yours very truly,

Robert J. Harris

Robert J. Harris
Associate Professor of Law

RJH/js

P.S. I am aware of the Tuskegee Institute Annual Report, but have in mind something which is reported more thoroughly and investigated by a source less susceptible to accusations of being one-sided.

File
Humanities - gen.

May 20, 1964

Mr. Maxwell H. Goldberg
Associate Director, the
Humanities
The Pennsylvania State
University
100 Sparks Building
University Park, Pennsylvania

Dear Mr. Goldberg:

I shall not be able to attend your December conference but I wish you all success. It appears to be a most interesting program.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:slw

THE PENNSYLVANIA STATE UNIVERSITY
100 SPARKS BUILDING
UNIVERSITY PARK, PENNSYLVANIA

Center for Continuing Liberal Education

Area Code 814
UNiversity 5-7681

Dear Friend:

As you will see from the enclosed, we have been getting an extraordinary response to our December Conference.* We are now channeling the resulting momentum into plans for the next event in the Technological Change project (Human Values: the Individual and Public Response).

This is to be a three-day, intensive Seminar, June 3-5, again here at University Park, on a theme sharpened from the general area of Work, Leisure, and Education in a Changing Industrialized Democracy.

At this time, it would be very helpful to have word from you as to whether or not you could and would participate in the Seminar.

I look forward to hearing from you soon--and favorably. Our further-range purpose is to develop various kinds of liberal studies programs for adults, growing out of our December Conference and our June Seminar - but, of course, not limited to them.

For this "Diffusion Phase" of our project, we have recently had assurance of additional partial support, from IBM, to help carry us beyond the June sessions, and to seek to make an impact along a very broad front and pervasively. This assurance, in turn, suggests the substantial cumulative worth to be gained from your participation in the June Seminar.

Cordial regards.

Sincerely yours,

* on "Technological Change and Human Values"

Maxwell H. Goldberg
Associate Director,
the Humanities

CCLE Tech. Change Project Director

MHG:pm

Encl.

Sent on the recommendation of Peter Siegle

While Seminar participants are expected to take care of their travel and living costs, there is no fee for the Seminar as such.

THE PENNSYLVANIA STATE UNIVERSITY
CONFERENCE CENTER
UNIVERSITY PARK, PENNSYLVANIA

SUBJECT: Technology and Human Values
June 3-5, 1964
The Pennsylvania State University

The Conference Center has the primary responsibility for arrangements and details concerning conferences at Penn State. If you plan to attend or participate in the above program, we want to be of any assistance we can with your travel, hotel accommodations, and any other details concerning your visit to Penn State.

The form attached, which should be returned as soon as possible, is for your convenience in making requests. Should difficulties arise at any time, you are welcome to call or write the Conference Center for information or assistance. Telephone Area Code 814-865-7557.

Please Note: Final registration is June 3 - 5:00 to 6:00 p.m. in the Lobby of the Nittany Lion Inn.

TRAVEL INFORMATION

The University is in the Borough of State College (post office address University Park, Pennsylvania, 16802), near the geographical center of the State on routes 26 and 322. It is served by Allegheny Airlines at Mid-State Airport (Philipsburg, Clearfield, State College area) where limousine service and rental cars are available; by the Pennsylvania Railroad which stops at Lewistown (30 miles to the East), or at Altoona (45 miles to the West) where limited bus service to State College is available; and by Greyhound and Edwards Lakes-to-Sea bus lines (east-west route).

Name _____ Conference: Technology & Human Values
Last First Middle

Home Address, Number & Street City County State

Name of Company or Organization Title or Position

Address of Company or Organization

A. Travel: ( ) car ( ) Plane ( ) train ( ) bus
ARRIVAL AT PENN STATE: Date _____ Time _____
DEPARTURE FROM PENN STATE: Date _____ Time _____

B. ACCOMMODATIONS: (Single rooms at the Nittany Lion Inn are limited. Please indicate if you are willing to share space with another participant.)

( ) I will make my own reservations.
( ) Please make them for me and confirm.

Nittany Lion Inn ( ) Single ( ) Twin ( ) Will share
Motel ( ) Single ( ) Twin

Reserve room for nights of: _____

C. AUDIO VISUAL AIDS: For speakers and participants
( ) Filmstrip ( ) with ( ) without sound ( ) Tape Recorder
( ) Opaque projector ( ) 6 x 6 ( ) 9 x 11 ( ) Record Player
( ) Overhead Projector (Vu-Graph) ( ) 16 mm Sound Projector
( ) Slide Projector ( ) 2 x 2 ( ) 3½ x 4 ( ) Operator ( ) yes ( ) no

Mail to: Conference Center, The Pennsylvania State University, University Park, Pennsylvania - 16802

THE PENNSYLVANIA STATE UNIVERSITY

College of the Liberal Arts

CENTER FOR CONTINUING LIBERAL EDUCATION

CCLE HUMANITIES SEMINAR

Work, Leisure and Education
in a Changing
Industrialized Democracy

(June 3-5, 1964)

Among the Seminar Participants:

Arnold B. Barach, Senior Editor, Changing Times; author, 1975 and The Changes to Come; U.S.A. and Its Economic Future, a Twentieth Century Fund Report (publication date: May 3, 1964).

Wilfred P. Bennett, Manager, Advanced Development Engineering, Radio Corporation of America (Lancaster, Pa.).

Charles R. Bowen, Manager of Educational Projects, International Business Machines Corporation.

Ralph W. Burhoe, Executive Officer, American Academy of Arts and Sciences

John Ciardi, Poetry Editor, The Saturday Review; translator of Dante.

Richard A. Gibboney, Deputy Superintendent for Research and Development, Department of Public Instruction, Commonwealth of Pennsylvania.

August Heckscher, Director, Twentieth Century Fund; formerly Special White House Consultant on the Arts; author, The Public Happiness.

Ralph Hetzel, Acting President, Motion Picture Association of America; Board of Trustees, The Pennsylvania State University.

Mary Alice Hilton, Author, Logic, Computing Machines, and Automation; director, Conference on the Cybercultural Revolution.

Chester L. Neudling, Specialist for the Humanities, U.S. Office of Education; Editor, Higher Education.

Warner G. Rice, Chairman, Department of English, University of Michigan; author "Our Ph.D's - Where Do They Go from Here?"

Virgil M. Rogers, Director, national Project on the Educational Implications of Automation.

Frank H. Weir, editorial writer, The Philadelphia Inquirer; author, Horizons Unlimited Series.

J/S # 2
3/27/64

THE PENNSYLVANIA STATE UNIVERSITY

College of the Liberal Arts

CENTER FOR CONTINUING LIBERAL EDUCATION

Preliminary

For Staff Use

Not for Publication
or Citation

Schedule, Rationale, Method

# CCLE HUMANITIES SEMINAR

## Work, Leisure and Education in a Changing Industrialized Democracy

Wednesday, June 3
through
Friday, June 5, 1964

The Nittany Lion Inn
University Park, Pennsylvania

Wednesday
June 3

| | |
|---|---|
| 5:00 - 6:00 P.M. | Registration ( Lobby ) |
| 6:00 P.M. | Dinner |
| 7:30 P.M. | General Session I. |

Greetings:

Remarks:

Opening Presentations

The Shape of Things to Come

Thursday
June 4

| | |
|---|---|
| 8:00 A.M. | Breakfast |
| 9:00 A.M. | General Session II |
| | Analyst: The Problems of Transition |
| 10:00 A.M. | Discussion Series A. (Four Groups) |
| | Topic: Work and Leisure |
| 12:00 n. | Lunch |
| 1:30 P.M. | General Session III |
| | Question Session |
| | Panel of Authors of Relevant Seminar Papers |
| | Topic: Work and Leisure |
| 2:30 P.M. | Discussion Series B. |
| | Topic: Work and Education |
| 3:30 P.M. | General Session IV |
| | Question Session |
| | Panel of Authors of Relevant Seminar Papers |
| | Topic: Work and Education |
| 5:30 P.M. | Social Hour |
| 6:30 P.M. | Dinner |
| | Speaker: |
| 9:00 P.M. | Showing of Films |

Friday
June 5

| | |
|---|---|
| 8:00 A.M. | Breakfast |
| 9:00 A.M. | Discussion Series C. |
| | Topic: Leisure and Education |
| 10:30 A.M. | General Session V. |
| | Question Session |
| | Panel of Authors of Relevant Seminar Papers |
| | Topic: Leisure and Education |
| 12:00 n. | Luncheon |
| 2:00 P.M. | Concluding Session |
| | Education and Public Response |
| | (1) What has already been done? |
| | (2) What more should be done? |
| | (3) How do we do it? |

NOTES on June 3-5 Seminar Rationale and Method

This is a sequel to the CCLE Humanities-sponsored Conference, December 4-6, 1963, at University Park, on the theme of "Technological Change and Human Values." It is an event connected with the comprehensive CCLE Humanities Project on Technological Change and Human Values: the Individual and Public Response.

This is to be a three-day, intensive Seminar, June 3-5, again here at University Park, on a theme extracted from the general area of Work, Leisure, and Education in a Changing Industrialized Democracy. The number of participants will be approximately the same as at the December Conference, as well as the categories of representation.

This Seminar will study specifically defined questions, drawn out of the December sessions and made closely relevant to latest developments on the national scene. The studies will move quickly to the "frontier" or "growing edge" of the particular matter at hand; and the enquiry will be sustained at this frontier or growing edge.

The Seminar study-discussion will have three parts: (I) sharp presentation of a possible-probable "shape of things-to-come" - looking ahead ten to twenty years: from the palpable to the impalpable, from the physical to the "metaphysical", (II) an exploration of the question: granted this picture (treated as a projective model), what, then, are the implications for (A) Work; (B) Leisure; (C) and, above all, Education; (III) a formulation of possible or probable suggestions, recommendations, proposals, etc. to be "beamed out" to the general publics, based on I. and II.

The June 3-5 gathering will be a seminar rather than a conference. This means that speech-making and the oral presentation of papers will be markedly reduced. It means that stress will be placed upon study-discussion. It also means that carefully prepared materials will be placed in the hands of the Seminar participants at least a month before the Seminar itself.

After each discussion series of the Seminar, the authors of those papers most directly applicable to that series, will be available, at a general session, for questions, comments, etc. They will have a chance, too, before the

Seminar is over, to make their own fresh emphases, as guided, stimulated, or provoked by the Seminar discussions -- to meet challenges and offer further challenges.

Maxwell H. Goldberg

Associate Director,
for the Humanities

Center for Continuing Liberal
Education

CCLE T/C Project Director

102A Sparks Building
University Park, Pa. - 16802
Tel. Area Code 814. 865-7682

J/S #1
3/26/64

THE PENNSYLVANIA STATE UNIVERSITY

College of the Liberal Arts

CENTER FOR CONTINUING LIBERAL EDUCATION

CCLE HUMANITIES PROJECT

## Technological Change, Human Values: the Individual and Public Response

In its efforts to bring the spirit and method of liberal studies constructively to bear on our pressing social and cultural problems, The Center for Continuing Liberal Education, with Dean Cyril F. Hager as its Director, is developing three major projects. The first of these is concerned with Pennsylvania Economic Growth. The second concentrates on Urban Policies Seminars being developed with a number of Pennsylvania communities, with Dr. Roy C. Buck (CCLE Associate Director for Social Science and Professor of Social Science) directing this project, and with the cooperation of the Pennsylvania League of Cities. The third emphasizes Public Response to the Impact of Technological Change on the Individual and Human Values.

Dr. Maxwell H. Goldberg, CCLE Associate Director for Humanities, and Professor of the Humanities in the College of the Liberal Arts, is directing the third project. This is being developed in cooperation with the International Business Machines Corporation and with its partial support. These projects have the enthusiastic endorsement of President Eric Walker and other University and State Government administrative officers, as well as of Alumni and Faculty leaders.

## Technological Change and Human Values

( Dec. 4-6, 1963 Conference )

In connection with the Project on Technological Change and Human Values - The Individual and Public Response, a leadership conference of national scope and regional focus, was held, at University Park, December 4-6, 1963, on the theme of "Technological Change and Human Values." The conference studied how our traditional American emphasis on the dignity of man and the worth of the individual may be maintained and enhanced in a period of unprecedented economic and social change and of profound personal and social dislocations.

The conference brought together about one hundred and fifty leaders in management, labor, defense, civil government, publishing, the press and the other media (radio, TV), education, religion, science, technology and research, the foundations and social service agencies, the law and medicine (including psychiatry), etc. About fifty of these were from the Pennsylvania State University.

## Aim and Response

The aim was to clarify terms, problems and issues, and to seek wise and responsible attitudes and lines of action along the growing front of the latest information and thinking on technological innovation. This was in keeping with a main objective of The Center for Continuing Liberal Education, which is to provide favorable opportunities, at leadership levels, for the informed, imaginative, and purposive study of urgent issues related to personal, professional, and public responsibility.

The response to the December Conference has been extraordinary. This has been due, no doubt, in part to the mounting urgency of the problems posed. The Conference apparently touched a nerve center of American life, and the reaction was sharp. The extraordinary response, it is now clear, was due, also, to the abundance of riches, at the Conference, in terms of substance and participants. One of the latter exclaimed: "You packed the work of a whole semester's seminar into less than three days."

As a result, moreover, of bringing together so considerable a number of live-minded, forward-looking representatives of major leadership groups customarily separated from one another, the urgency of our central concern about drastic technological change and human values was dramatized; the latest facets and the divergent and even conflicting points of view with regard to the issue were brought out; material useful for future studies was produced; and sufficient interest and commitment were built up so as to have a core group of continuing participants and the momentum for going into the further phases of the project.

## Numerous Requests

The reverberations from the December sessions have been remarkably persistent; and their reach continues to expand. Some of them have been in terms of praise - often in superlative terms. Some have provided words of constructive

criticism. Others have requested various types of advice, encouragement and practical assistance. The Humanities Committee of the Commonwealth's Department of Public Instruction; the Pennsylvania Library Association; the Pennsylvania Newspaper Publishers' Association; people linked with several of the big corporations or with organized labor -- these are some of the groups or representatives that already have requested our advisory services or substantive participation (as consultant or speaker) in their programs. Included are the Religion and Labor Council of America; the American Foundation on Automation and Unemployment, Inc.; and the Third International Congress of Scientists on Survival.

At the national level, some of the Conference participants have been urging future institutes, seminars, etc., on issues brought to the fore at the December sessions. There have been numerous requests for Conference materials --including a request from Queens College, Ontario. For a Conference on technological change at that institution, our advice was sought as to speakers, and we were asked to furnish a selective bibliography, as well as copies of Conference papers, and a discussion group leader. Requests have come in from such widely separated areas of the country as Westchester County, New York, and Los Angeles, California, as well as from Chicago, Madison, Wisconsin, etc.

Typical is the following, from Desmond P. Wedberg, Associate Director, Teacher Education and Media Project, The American Association of Colleges for Teacher Education, and CCLE December Conference participant:

> ... I am speaking at the annual meeting of the Association for Supervision and Curriculum Development ...on instructional technology and human values. If you have on hand any mimeographed materials from your Conference that might help me at the ASCD meeting, I would most appreciate your forwarding them to me by return mail.

Among plans for coverage of the December Conference in the periodicals are a supplement or special issue of School and Society, devoted to these sessions; and a substantial report in Technology and Culture, the international quarterly of the Society for the History of Technology. This report, as well as a briefer one, for the School and Society gathering of the CCLE Conference papers, has been prepared by Dr. Alan Trachtenberg, CCLE Staff Associate and Assistant Professor of English, whose book on The Cultural Implications of Brooklyn Bridge is forthcoming. In these reports, Dr. Trachtenberg was assisted by Stephen Knox, CCLE Staff Assistant and Graduate Assistant in English.

Articles drawing out the implications of the December Conference are likewise forthcoming in journals of technical and professional organizations, examples, being one that applies the Conference thinking to library services and that is to appear in the May, 1964, issue of the PLA Bulletin, quarterly organ of the Pennsylvania Library Association; and another that applies this thinking to printing and publishing, and that has as its vehicle the PNPA Press, monthly journal of the Pennsylvania Newspaper Publishers' Association. (Summaries or excerpts may likewise appear in related trade journals - among them, The Jersey Publisher and Printing Production.)

Individual papers from the December Conference are likewise appearing in publications -- that by Dr. Charles Davis, Professor of English at Penn State and member of the Supervising Committee of the English Institute, in the already mentioned PLA Bulletin; and that by Dr. Ralph Burhoe, Executive Officer for the American Academy of Arts and Sciences, in Current Issues in Higher Education: 1964. (The titles, respectively: "Humanistic Imperatives in an Age of Technology" "Role of Religion in an Age of Technology.")

Multipliers

Dr. Burhoe has been invited to present this paper before the Annual Conference on Higher Education, which has between 3,000 and 4,000 participants.

Dr. G. Kerry Smith, Executive Secretary of the Association for Higher Education and a participant in our December sessions, has informed us, also, that, prompted by their presentations at the Conference, he has successfully invited, as panelists at the 1964 Annual Conference on Higher Education, fellow participants Robert H. Collacott, Special Assistant to the President, Standard Oil Company of Ohio, and Frederic E. Pamp, Jr., President of the American Foundation for Management Research and Harvard Ph.D in English.

Other program participants are similarly presenting their December papers elsewhere -- A. M. Sullivan (Editor, Emeritus Dun's Review and Modern Industry and Past President, Poetry Society of America), in Florida; Robert Theobald (author, The Challenge of Abundance, The Rich and the Poor, Free Men and Free Markets, etc.), at Chicago (Twelfth Annual Leadership Conference, sponsored by the Association of University Evening Colleges, the National University Extension Association, and the Center for the Study of Liberal Education for Adults) and elsewhere; George E. Arnstein (Associate Director, NEA National Project on Educational Implications of Automation), at the Annual Convention of the Oregon

Education Association, in Portland, and at the annual meeting of the American Personnel and Guidance Association, in San Francisco; Charles Davis at the Annual Phi Beta Kappa Convocation of Lebanon Valley College.

Dean John W. May, of Washington and Jefferson College, tells us: "I have ...from the impetus given at this meeting, written a paper to be published in our literary magazine in October of 1964." Lawrence C. Murdoch, Business Economist, Federal Reserve Bank of Philadelphia, describes his Automation as "in a way ...inspired by "The CCLE December Conference. This is part of a "continuing series on economic education and is intended for wide distribution, to schools, businesses and such". The estimated total to be distributed is over a half million copies. Dr. John MacIver, Assistant Medical Director, United States Steel Corporation, reports his productive use of ideas drawn from our December sessions -- including some from Bernard Muller-Thym, Professor of Advanced Management, M.I.T., and Theodore S. Repplier, President, the Advertising Council. Martha Zeigler has written a paper "Creative Education with Emphasis on Human Values in a Technological Age." This she describes as indicative of the "further-range impact" of the December Conference.

So, too, is a commitment recently made by Allan A. Glathorn, Principal of the School District of Abington, Pennsylvania. Mr. Glathorn is associated with the Committee for the Humanities of the Department of Public Instruction of the Commonwealth of Pennsylvania; and he has decided to undertake, with clearance from Deputy State Superintendent David Gibboney, to develop, for high school humanities programs, a unit on "Technological Change and Human Values." (Incidentally, Dr. Charles Boehm, Superintendent of the Department of Public Instruction of the Commonwealth of Pennsylvania, has characterized the December Conference as - "one of the most important ...I have ever attended".)

## In College and Community

The Dean of Liberal Arts at one of the State Colleges has invited us to help initiate there, an informal exploratory "conversation" on Technological Change and Human Values.

A second meeting has been held of the "conversation" on the same theme initiated by December Conference participants Mr. and Mrs. Clifford Myers in February at Williamsport; and a second, and much larger, Williamsport group which the Myers' have likewise got under way, will soon have completed a Friday

evening series of three sessions on "Technological Change, Human Values, and the Future of your Child."

A Lock Haven group, brought together by December Conference participant Martha Zeigler, Religion Editor of the Lock Haven Express, has held a second meeting, and it is bringing its series to a climax by furnishing a panel discussion for the meeting of Delta Kappa Gamma Society, honor group of women educators, to be held April 25 for its members of Clinton and Lycoming Counties. One of the participants will be Martha Zeigler who, likewise, has spoken on the December Conference before other area groups.

## At University Park

There has been a TV interview on "Continuing Liberal Studies, Human Values, and Technological Change" (TV Channel 10, Altoona). A presentation on "Automation: Threat or Promise" has been prepared for statewide radio presentation. A video-taped panel discussion carried on by participants in the December sessions (the taping was done then), is soon to be aired via Channel 10 and, probably, also via a Washington, D. C. channel. It will later be available for use in connection with study-discussion programs to be sponsored by the Center for Continuing Liberal Education in various parts of the Commonwealth.

The planning committee for the Penn State Steelworkers' Institute has adopted, for the coming season, a theme close to that of the December Conference; and program talent of the December sessions is to be drawn upon for this, as well as for the Steelworkers' Alumni Program here, at University Park, May, 17-22. These include Curtis Aller, Administrative Assistant to Congressman Elmer J. Holland; and the following from the Pennsylvania State University: Helmut J. Golatz, Program Director, Department of Labor Education; Arthur Lewis, Professor of English and editor of Of Men and Machines; and Alan Trachtenberg (already mentioned).

¶ Again at University Park, the Technological Change Project staff is contributing a lecturer to one session of a management-labor relations course conducted by Charles Steinberg, Assistant Professor of Labor Education at the Pennsylvania State University. There has been similar involvement of the Technological Change Project Staff in an Honors Colloquium set up by the College of Business Administration, of the Pennsylvania State University.

December Conference staff and participants are to present courses at the Penn State Alumni College ( July 13-August 7 ). One of these courses is to be on "Technological Change and the Dignity of Man"; the other is to be on "Of Men and Machines", conducted by Professor Lewis, who is likewise developing a CCLE study-discussion program, on this same theme, and built on his book of the same title (the syllabus to be completed by June 15; and to be available for fall 1964 use).

Among the areas opened up for further-range developments out of the December Conference are those represented by the fourteen Centers or Campuses of The Pennsylvania State University, located in various parts of the Commonwealth. Kenneth L. Holderman, Assistant to the President and Coordinator of the Commonwealth Centers and Campuses has written:

> All of the Commonwealth Campus Directors who were with you felt that the program was eminently successful and they all found it extremely stimulating. I am sure that the several Directors who attended would be excellent disciples if we were ever to look to the Commonwealth Campuses for help in bringing about "further-range benefits."

The Deans and various directors of academic areas at University Park have similarly indicated vistas opened up for developments out of the December Conference.

## Work, Leisure and Education in a Changing Industrialized Democracy

Seminar, June 3-5, 1964

The resulting momentum is now being channelled into plans for the next event in the CCLE Technological Change project.

This is to be a three-day, intensive Seminar, June 3-5, again here at University Park, on a theme extracted from the general area of Work, Leisure, and Education in a Changing Industrialized Democracy. The number of participants will be approximately the same as at the December Conference, as well as the categories of representation.

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of the particular matter at hand; and the enquiry will be sustained at this frontier or growing edge.

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## Diffusion

### Phase II of Project

Our further-range purpose is to develop various kinds of liberal studies programs for adults, growing out of the December Conference and the June Seminar - but, of course, not limited to them. For this "Diffusion Phase", we have recently had assurance of additional partial support, from the Internationa Business Machines Corporation, to help carry the project beyond the June sessions and to seek to make an impact along a very broad front and pervasively.

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Further information may be secured through:

Dr. Maxwell H. Goldberg, Associate Director,
for the Humanities, Center for Continuing
Liberal Education, and CCLE Tech. Change
Project Director.

Address: 102A Sparks Building
University Park, Pa. - 16802

Telephone: Area Code 814. 865-7682

Yale Universities - gen.

May 26, 1964

Professor J. Earl Williams
Department of Economics
The University of Tennessee
Knoxville, Tennessee

Dear Professor Williams:

Thank you for your letter of May 7 After reading your paper on "The Effect of Culture on Retraining in the South," I more than ever look forward to meeting you. Good luck on your assignment with the National Sharecroppers Fund.

Field in Research

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

THE UNIVERSITY OF TENNESSEE
KNOXVILLE

COLLEGE OF BUSINESS ADMINISTRATION

May 7, 1964

Dr. Leslie Dunbar, Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia

filed in Research

Dear Dr. Dunbar:

At the request of Miss Fay Bennett I am enclosing a copy of a paper which I gave at the Industrial Relations Research Association Meetings earlier this week.

Since I will probably be directing the special project which the National Sharecroppers Fund is developing for the rural areas of six southern states, I look forward to meeting and working with you in the near future.

Sincerely,

J. Earl Williams

J. Earl Williams
Associate Professor
of Economics

JEW/rn

Enclosure

File
University - General

June 10, 1964

Mr. Mitchell Rossin
625 Pollock "A"
Pennsylvania State University
University Park, Pennsylvania

Dear Mr. Rossin:

We have your request for information on Mr. Dunbar. I'm afraid, however, that for your purposes the information which you seek would be of no use to you since Mr. Dunbar is Caucasian.

Sincerely yours,

(Mrs.) Mildred M. Johnson
Secretary to the Director

MMJ

Dear sir:

For a research paper in Sociology at the Penn State Univ. I am doing a study on Negro Leadership and Ideology. I would appreciate your cooperation in supplying me with the following information: a brochure on Leslie W. Dunbar including the father's occupation, place of birth, religious preference, occupation and income, education, and any other relevant information.

If at all possible I must have the information by June 10, 1964. Thank you.

Very truly yours,

Mitchell Rossin
625 Pollock A
Penn State Univ.
Univ. Park, Penna.

VJ — File: Universities: ~~Michigan State~~ Gen. Corresp.

this is not for us &

do. Suggest you

check with Duane

Beck & see if he

wants it, or can

suggest some agency

Force de fem

4 4U

July 20, 1964

Mr. Duane Beck
Executive Director
Community Council of the
Atlanta Area, Inc.
215 Palmer Building
411 Marietta Street, N. W.
Atlanta, Georgia

Dear Mr. Beck:

Mr. Leslie Dunbar has requested that I forward the enclosed materials to you with the expressed hope that your office will, if at all possible, complete the attached questionnaire. We do not have the information, per se, available in our office.

In the event you find you cannot complete the questionnaire, do you have any suggestions as to who would be able to give the necessary information.

We would appreciate any cooperation you can give in this matter.

Sincerely yours,

(Mrs.) Nobbie H. Morgan
Administrative Secretary
Research Department

/nm
Enclosures

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MICHIGAN STATE UNIVERSITY EAST LANSING

LABOR AND INDUSTRIAL RELATIONS CENTER · OFFICE OF THE DIRECTOR

Southern Regional Council, Inc.
Dr. Leslie W. Dunbar
Executive Director
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Dr. Dunbar:

Although the unemployment rate for all Americans has remained at between five and six percent, the rate of unemployment among Negroes has been much higher. Because of this situation, the University of California's Institute of Industrial Relations has asked about twenty experts throughout the country to explore reasons for this high rate of unemployment. Each of the participants will explore different facets of this problem. Professor Daniel H. Kruger and I will examine the relationship between adult education programs and the Negro for surely one of the reasons why he is more likely to be without work is because of his lack of training for the available jobs.

Because of the important role assigned to local human relations committees, it is imperative that we learn what you are doing in this field. Since we cannot interview each of you personally (much as we would like to do so), we have decided to ask you to kindly fill out the answers to the enclosed questionnaire. We recognize that the questionnaire is extensive, but so is the problem. We therefore ask for your indulgence and cooperation. We are not only asking about what you have done, but what your thoughts are on certain aspects of the problem so we would very much appreciate your answering all of the questions that apply. If your committee is not the appropriate one in your community to answer the questionnaire, we would appreciate you asking the appropriate committee to do so.

In the final report, neither your committee nor you will be identified unless you give us permission to do so.

We are enclosing a self-addressed envelope for you to return the completed questionnaire. Please feel free to add any comments you would like. We are most thankful for your cooperation and will send you a copy of our report when it is completed.

Sincerely,

Albert A. Blum
Professor

July 4, 1964

Enc.

P.S. Attached is a general description of our prepared research.

# ADULT EDUCATION AND NEGRO UNEMPLOYMENT

BY

Albert A. Blum
Professor

and

Daniel H. Kruger
Professor

School of Labor and Industrial Relations
Michigan State University

This study will focus on adult education programs for Negroes that will make them more ready for jobs in the labor market. A good elementary, high school, and college program is essential to the solution of the problem in the long run. But to the present Negro unemployed, or to those who may shortly become so, or in the absence of any solution to the shortcomings of our school system, or in any case, the role of our adult educational program is of major importance in providing the necessary skills the untrained, the inadequately trained, or the improperly trained Negro needs to compete realistically in the labor market. It is in this section that we plan to make use of some original research we are pursuing.

We will first explore what our school systems and colleges are doing in adult education activities with particular reference to Negroes. We shall attempt to see what programs are being carried out and what plans are being made. For example, the land grant colleges are supposedly committed to providing education for those who need it, and not only within the college classroom. We shall examine the programs being carried out by these colleges. We shall explore the programs being run by labor and industrial relations centers and by the numerous high school and college adult education programs. We shall, in short, survey the adult education field to see what, in fact, is being done, what is being planned, and what people in this field believe ought to be done.

We will also examine the human relations committees which have been set up in many communities throughout the country and see what they conceive as being the problem, and what they are doing or plan to do in solving it. We shall use those in Michigan and several outside of Michigan as the main sample for our study.

And last, we will examine the training activities of unions to see what they are doing in this area and what they expect or would like to do; we will also similarly survey a sample of training directors in firms.

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Our expectation is that we will discover that very little is being done, but this fact is in itself important to ascertain. But another hypothesis we have is that some groups are doing worthwhile things and that a description and an analysis of such programs would be extremely valuable. Bringing together such information, we hope will stimulate others to develop adult educational programs.

The final section of our report, therefore, will involve our conclusions, analyses, and recommendations concerning the failure of our educational systems -- public and private -- to provide adequate training for the Negro and the effect this has upon his employment opportunities.

SCHOOL OF LABOR AND INDUSTRIAL RELATIONS

Michigan State University

East Lansing, Michigan

## Negro Unemployment and Adult Education

1. Name of your organization _____

2. Address _____

3. By whom was your organization established? _____

4. To whom is it responsible? _____

5. Approximate annual budget (check one)

   _____ $25,000 or less
   _____ $25,001 to $50,000
   _____ $50,001 to $100,000
   _____ $100,001 to $500,000
   _____ Over $500,000

6. Number of permanent staff positions

   _____ Full-time

   _____ Part-time

7. What is the main purpose(s) or objective(s) of your organization?

8. Is there any part of the purpose of your organization related to adult education, and training and retraining? _____Yes _____No. If so, please describe this (these) objectives(s):

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9. Does any person on your staff have the responsibility of carrying out training objectives? _____Yes _____No

10. Has any study been made to determine the following for your community? (Please check all those items concerning which such a study has been made.)

_____ Population characteristics of Negroes
_____ Estimates of number of negroes in labor force
_____ Occupational status of negroes
_____ Characteristics of unemployed negroes
_____ Discrimminatory hiring practices of employers
_____ Jobs that are presently available
_____ Jobs that are potentially available
_____ Occupations for which Negroes could be trained

If copies of such studies or a description of how they were done are available, would you please send them to us.

11. What do you think the whites in your community <u>want</u> to learn most concerning Negroes that will enhance the Negroes' opportunities for employment?

12. What do you think the whites in your community <u>need</u> to learn most concerning Negroes that will enhance the Negroes' opportunities for employment?

13. Of the areas whites need to know more about, which do you think are the most important?

14. Have you developed any programs for white members of your community dealing with any of the subjects mentioned in your answers to Questions 11-13? _____Yes _____No

15. If so, please give the subjects of these programs:

_____
_____
_____
_____

16. What do you think are the three most important problems of the Negro in your community?

17. How might they be solved through adult education?

18. What do you think the Negroes in your community want to learn more about that will enhance their opportunities for employment?

19. What do you think the Negroes in your community need to learn more about that will enhance their opportunities for employment?

20. Of the areas Negroes need to know more about, which do you think are most important?

21. In which areas of education for Negro adults is your organization most interested in working?

XERO XERO XERO

22. Has your organization sponsored or participated in any adult education programs for Negroes that will enhance their employment opportunities?
_____ Yes _____No (If answer is No, please skip to Question 51)

23. How did your organization determine which programs ought to be offered?

24. What kinds of adult education programs that will enhance the employment opportunities for Negroes have been conducted and attendance at them? (If you need more space, please attach sheet)

| Subject Matter | No. of Times Program conducted | When Program First Offered | Attendance Negro Male/Female | Attendance White Male/Female |
|---|---|---|---|---|
| a. | | | | |
| b. | | | | |
| c. | | | | |
| d. | | | | |
| e. | | | | |
| f. | | | | |

25. Length of Training Program

| Subject Matter | No. of Hours Per Week | No. of Weeks |
|---|---|---|
| a. | | |
| b. | | |
| c. | | |
| d. | | |
| e. | | |
| f. | | |

26. What facilities were used for these programs (check all that are appropriate)

_____ Local church
_____ Local school
_____ Local community hall
_____ Local college
_____ Your own facilities (describe)_____
_____ Other (specifiy)

28. Why? (Please give main reason)

27. Which facility do you think was best suited for these programs?----

---

29. How did you publicize the special courses offered (check all that apply)

_____ Throwaways
_____ Letters to individuals
_____ Newspaper stories
_____ Personal contact
_____ Other (specify)

_____ Other (specify)

30. What methods was most successful?

31. How were trainees selected?

_____ Public employment office
_____ Union
_____ Companies

_____ Companies
_____ Others (Specify) _____

32. Which method was most useful in securing the kinds of students you want?

33. What kinds of orientation program did you usually offer the trainees prior to the actual beginning of the course?

35. What instructional materials were used?

36. Where were instructional materials obtained?

_____ Developed by the faculty
_____ Other (Specify) _____

37. Which instructional aids were used?

_____ Films
_____ Film strips
_____ Actual equipment to be used on job
_____ Illustrated books
_____ Field trips
_____ Other (specify) _____

38. Which instructional aids were the most successful?

39. What special techniques were used in the programs? (Please give examples)

40. Who taught these courses (in order of frequency - 1, 2, 3, 4)?

_____ School teachers
_____ College teachers
_____ Skilled craftsmen
_____ Other (Please specify)

41. Race of teachers (if do not have exact figures, please approximate)

_____ Number White
_____ Number Negro

42. Did the race of the teacher have any influence on the effectiveness of the teaching? _____Yes _____No

43. Please give the reasons for your answer to Question 42.

44. Of all the programs, which program do you feel was the most successful?

Title_____

Size of class_____

Length of class_____

45. Why?

46. Which program do you feel was the least successful?

Title_____

Size of class_____

Length of class_____

47. Why?

48. In order of frequency, where did the initiative for setting up the adult education programs come from? (Mark 1 for the most frequent initiator, 2 for the next most frequent initiator and so forth)

_____ City administration
_____ College administration
_____ Public school
_____ Other community organization (including local civil rights groups)
_____ Individual(s) in the community
_____ Unions
_____ Companies
_____ Other (specify) _____

49. Which community organization initiated requests for programs? (Give names)

50. Of these programs, how many were mainly financed by each of the following?

| Number | Main Financial Support |
|---|---|
| _____ | University funds |
| _____ | Government grants |
| _____ | Foundation grants |
| _____ | Your agency's funds |
| _____ | City or county funds |
| _____ | State funds |
| _____ | Student fees |
| _____ | Companies |
| _____ | Unions |
| _____ | Other (specify)_____ |

51. Have you discussed the development of such programs with other organizations in the community? _____Yes _____No (If yes, check all those that apply)

_____ Unions
_____ Companies
_____ College
_____ Schools
_____ Other community organizations (introducing local civil rights groups)
_____ City administration
_____ Individual
_____ Other (specify) _____

52. How did each of these groups cooperate in developing these programs (can check more than one answer for A-H)?

A. Unions

_____ Initiated the program
_____ Helped plan the course
_____ Provided funds
_____ Provided faculty
_____ Provided students
_____ Provided facilities
_____ Ran their own programs
_____ Other (Specify) _____

B. Companies

_____ Initiated the program
_____ Helped plan the course
_____ Provided funds
_____ Provided faculty
_____ Provided students
_____ Provided facilities
_____ Ran their own program
_____ Other

C. College

_____ Initiated the program
_____ Helped plan the course
_____ Provided funds
_____ Provided faculty
_____ Provided students
_____ Provided facilities
_____ Ran its own program
_____ Other

D. A Community Organization (name one as example _____)

_____ Initiated the program
_____ Helped plan the course
_____ Provided funds
_____ Provided faculty
_____ Provided students
_____ Provided facilities
_____ Ran its own program
_____ Other

E. Local School

_____ Initiated the program
_____ Helped plan the course
_____ Provided funds
_____ Provided faculty
_____ Provided students
_____ Provided facilities
_____ Ran its own program
_____ Other

F. City Administration

_____ Initiated the program
_____ Helped plan the course
_____ Provided funds
_____ Provided faculty
_____ Provided students
_____ Provided facilities
_____ Ran its own program
_____ Other

G. Individual (Give title of one example _____ )

_____ Initiated the program
_____ Helped plan the course
_____ Provided funds
_____ Provided faculty
_____ Provided students
_____ Provided facilities
_____ Ran own program
_____ Other

H. Other (specify)

_____ Inititated the program
_____ Helped plan the course
_____ Provided funds
_____ Provided faculty
_____ Provided students
_____ Provided facilities
_____ Ran own program
_____ Other

53. What organizations in your community are now engaged in adult education programs for Negroes that will enhance their employment opportunities?

_____
_____
_____

54. What Negro and white organizations and agencies have cooperated in such adult education programs?

_____
_____
_____

55. What problems were (or are) faced in developing such cooperative activities?

56. How can such cooperation be furthered?

57. In what areas might your organization cooperate with these other organizations in fostering Negro adult education activities?

58. What are the special resources which are readily available to your organization for establishing adult education activities?

59. What do you consider to be the main obstacles to your organization in establishing Negro adult education activities?

60. How might they best be overcome?

61. Does any organization in your community attempt to coordinate these programs? _____Yes _____No

62. If yes, what is the name of this organization? _____

_____

63. How does it coordinate these programs?

64. If your organization has not developed and conducted any special adult education programs for Negroes that will enhance their employment opportunities, would you please give the reasons?

65. Are you planning to conduct any?

66. If yes, what will they deal with?

We do very much appreciate your kindness in completing this questionnaire. If you have any examples of materials that you are willing to send us, please do so. We will return them to you if you like. We would welcome any further comments or opinions that you would care to make. In order for us to send you a copy of the report when it is completed, would you please give us your name and title. This will in no way be used in the report.

_____Name of person filling out this questionnaire

_____Title or position

SYRACUSE UNIVERSITY SYRACUSE, NEW YORK 13210

MAXWELL GRADUATE SCHOOL OF CITIZENSHIP AND PUBLIC AFFAIRS
Metropolitan Studies Program
607 University Avenue

September 17, 1964

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council
5 Forsythe Street
Atlanta, Georgia

Dear Mr. Dungar:

I plan to be in Atlanta on Friday, September 25, to discuss with the Superintendent of Schools there the possible participation of Atlanta in a large city education study which the Maxwell School is doing.

I would like very much to talk with you while there. I should be free most of the afternoon. I have a tentative luncheon engagement with Sam Cook of Atlanta University and perhaps could come to your office immediately after that. I am leaving Atlanta at 5:55 and can therefore see you any time before that.

I will not go into the details of the study we are undertaking until I see you.

Sincerely yours,

Alan K. Campbell

Alan K. Campbell
Director

October 14, 1964

Mr. Robert L. Fischelis
Dean
Morse College
Yale College
New Haven, Connecticut

Dear Dean Fischelis:

Thank you for your letter of September 30. It will be very helpful.

We should have our report on the Summer Teaching Program finished by the first of the year, and I shall make sure that you receive a copy. I think this was an extraordinarily interesting venture, and I believe the students from Yale must also have found it so.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

Yale College *New Haven, Connecticut*

MORSE COLLEGE

*Office of the Dean*

September 30, 1964

Mr. Leslie Dunbar
Executive Director
Southern Regional Council
9 Forsythe Street N.W.
Atlanta, Georgia

Dear Mr. Dunbar:

Some time ago Miss Harriet Bograd asked me to write you a letter about the selection process used in the Southern Teaching Program organized by students at the Yale Law School.

Briefly, all applicants met with one of us during the informal interviewing. It seems I saw at least half, and each for a period of about one half hour. This interview did not constitute the final selection but my report served as a guide for a decision by the student organizers about whether to send the applicant at all and what openings were most suitable in terms of location and specific teaching assignments.

During the interview I tried to ascertain something of the maturity of the individual, something of his competence in his or her special field, and then something of his understanding of the situation for which he was applying. I tried to be provocative in our discussions by opening up the subjects of their motives for applying, their attitudes toward teaching in a negro college, their previous experiences, and their abilities to be imaginative and to work satisfactorily under circumstances new and different for them. In particular, I was looking for evidences of patronizing attitudes, unrealistic expectations, difficult personalities, interests less in classroom teaching than in something else, and questionable motivation. I felt that the best service I could do for the group organizing this program was to give them some judgment about the way the applicants would work out.

All of this, I am sure, is a very inadequate description and perhaps may not be very helpful for what you want. Please do not hesitate to ask specific questions about how we operated if that would be of some assistance to you. We were all feeling our way in a new program and were eager not only to see this worthwhile project successful but to make a really helpful

contribution, however small, to the large task ahead of all of us. The Law School students in charge deserve very great credit for their steadfast interest and imaginative leadership.

Sincerely yours,

Robert L. Fischelis
Dean

bjw

October 20, 1964

Dean B. R. Brazeal
Morehouse College
Atlanta, Georgia

Dear Mr. Brazeal:

I shall be most happy to write for you for a Guggenheim. You will be taking on a lively subject.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:slw

# MOREHOUSE COLLEGE
ATLANTA, GEORGIA

OFFICE OF THE DEAN

October 20, 1964

Dr. Leslie Dunbar, Executive Director
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Dunbar:

I am writing to let you know that I have listed you as a reference on my application for a Guggenheim Fellowship. If I am awarded a fellowship, I propose to deal with "Current Relations Between the AFL - CIO and The Negro." This is an area of Labor Economics that needs to be analyzed and up-dated.

I enjoyed serving as a member of the Nominations Committee. I feel that we made substantial progress during our meeting.

I look forward to seeing you and the S.R.C. colleagues during the forthcoming annual meeting. With kind regards, I am

Yours sincerely,

B. R. Brazeal
Dean

BRB:h

October 23, 1964

Mr. Arthur Howe, Jr.
Dean of Admissions
Yale University

Dear Arthur:

I read in the Times of your election as President of the American Field Services.

Congratulations!

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:slw

January 21, 1965

Mr. Louis A. Ferman
Minority Group Employment Research
Museums Annex
University of Michigan-Wayne State University
Ann Arbor, Michigan

Dear Mr. Ferman:

By authority of Dr. Leslie Dunbar, Executive Director of the Southern Regional Council, you are hereby granted permission to use the Council's publication The Economic Status of Negroes: in The Nation and in The South, for the purposes requested in your letter of January 18, 1965.

Proper credit should be given to the Council and to the author, Dr. Vivian Henderson.

Sincerely yours,

Lloyd J. Elliott
Staff Economist

LLJ:nm

Rec'd 1/20/65

# INSTITUTE OF LABOR AND INDUSTRIAL RELATIONS

UNIVERSITY OF MICHIGAN-WAYNE STATE UNIVERSITY
ANN ARBOR DETROIT

LE pls reply in affirmative

*In Reply Please Refer to:*

MINORITY GROUP EMPLOYMENT RESEARCH
MUSEUMS ANNEX
ANN ARBOR, MICHIGAN

January 18, 1965

Mr. Leslie Dunbar, Director
Southern Regional Council
5 Forsythe N. W.
Atlanta, Georgia

Dear Mr. Dunbar:

The University of Michigan Press is publishing a reader on poverty in the fall of 1965. The tentative title is One Fifth of the Nation. It is being edited by Mrs. Joyce Kornbluh and myself. We would like permission from you to reprint Dr. Vivian Henderson's article "The Economic Status of Negroes: in the Nation and in the South" which was published by the Southern Regional Council in Toward Regional Realism No. 3. Could we have copyright permission to use this material? The market will be primarily American. There may be, however, a small international sale, therefore, we would like nonexclusive world rights.

Personally, I found the item extremely interesting and its inclusion would greatly add to our book's usefulness.

Cordially,

Louis A. Ferman/aw

Louis A. Ferman

LAF:aw

January 29, 1965

Mr. G. Franklin Edwards
Howard University
Department of Sociology and
Anthropology
Washington, D. C.

Dear Franklin:

We are sending you under separate cover, a copy of the final report. I believe I incorporated nearly all of the changes you and the others sent in. One that I did not was your point about not setting the educational creteria too high for the SI's. As I re-read the report it seemed to me that most of what you were saying was already reflected in it. I hope you will agree.

It was considerate of you to write as you did on January 18. The funds for this project are of a special nature and do not come from our general operating budget. Regardless of this however, I do not think you were overpaid; you were a very great help, both for your specific contributions and for bringing your experienced judgment into the project. So please accept what we sent; if you still think it was too much, that will just make it easy for me to pick your brain some other time.

Sincerely,

Leslie W. Dunbar
Executive Director

LWD:nm

Recd 1/20/65

HOWARD UNIVERSITY
WASHINGTON, D.C. 20001

DEPARTMENT OF
SOCIOLOGY AND ANTHROPOLOGY

January 18, 1965

Dr. Leslie W. Dunbar
Southern Regional Council
5 Forsyth Street, S. W.
Atlanta 3, Georgia

Dear Leslie:

Your honorarium to me, based upon three days' work, is indeed generous and may, ~~indeed~~, represent an overpayment. Actually, I spent a working day in Atlanta and some travel time on the day preceding. Conversations with you on the telephone and a reading of the draft copy did not take a great deal of time.

You may want to reconsider the amount of payment. On the basis of the facts furnished, you may decide that payment should be made for two days. We could make the adjustment in one of two ways. Either I could return your check and you could have another drawn, or I could send you my personal check for the amount of overpayment.

I have hesitated on this matter because I do not know whether payment was made from a special fund set up in your organization. In any case, I should appreciate hearing from you regarding any adjustment to be made and the manner in which it should be done.

Sincerely yours,

Franklin

G. Franklin Edwards

GFE:wl

January 29, 1965

Mr. Daniel H. Pollitt
University of Oregon
School of Law
Eugene, Oregon

Dear Dan:

I am sending you some clippings from our files about Judge Cox. This seems to be all that we have or can think of. Let me know if I can run down anything else.

Incidentally, as good a candidate for impeachment as I know of would be Judge Clayton. Examine the way he handled the Bolivar County case (U. S. v. Lewis). You cannot get much from reading the opinions but I suggest you write to John Doar for a copy of the government brief before the Fifth Circuit (No. 20411).

At any rate, good luck to you and Mr. Porter; I am all for your article.

I wish we had you back this way to work on another Federal Executive and Civil Rights, revised edition. Any chance next year when you come home?

All the best,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:slw
Enclosures

Recd 1/18/65

BP - let me know all help we can. I'll reply, with your material

UNIVERSITY OF OREGON
SCHOOL OF LAW
EUGENE, OREGON

January 15, 1965

Dear Les:

The Honorable Charles O. Porter (former congressman from out here) and I are going to write an article on "Impeachment of Federal Judges". It will be relatively short, with an introduction, something about the background and purpose of the "impeachment" power, something about the historical use of the impeachment power, and a conclusion. The article ~~is/write~~ will be written with Judge Cox in mind, and in this connection I write for help.

I would appreciate anything you have on Judge Cox. There is an occasional vague reference that he referred to Negroes as "baboons" from the bench. This is the kind of stuff I want; but anything you have on file or available on call would be greatly appreciated.

Preliminary research indicates that federal judges have been impeached for reasons apart from bribery, crimes, selling positions, etc.; and the constitutional background makes it clear that "impeachment" was to ensure that the judges follow "good" behavior which was meant to mean behavior which is not "good"; not behavior which is "criminal" or "corrupt".

Sincerely yours,

Dan

Daniel H. Pollitt

file cy

January 29, 1965

Mr. John Simon
Yale Law School
Yale University
New Haven, Connecticut

Dear John:

I think you had something to do with fathering this, so I thought you might want to see what we thought of your offspring.

Sincerely,

Leslie W. Dunbar
Executive Director

LWD:nm
Enclosure

re: Summer Teaching Program
Correspondence filed in Universities.

January 29, 1965

file

Dr. Harold W. Pfautz
Professor of Sociology
Brown University
Providence, Rhode Island

Dear Dr. Pfautz:

I thought this might interest you.
All best wishes.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:nm
Enclosure

January 29, 1965

Dr. Ernest Dixon
President
Philander Smith College
Little Rock, Arkansas

Dear Dr. Dixon:

I am pleased to forward to you the enclosed copy of the evaluation report which has been prepared, with the assistance of a group of social scientists, on the Southern Teaching Program in which your institution participated last year. I hope you will find it of interest and value. Needless to say, we would be very glad to have your comments regarding the report.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:mp
Enclosure

January 29, 1965

Mr. Frederick H. Jackson
Assistant Vice-President
New York University
New York, New York

Dear Fred:

You helped launch this, so I thought you might be interested in seeing our appraisal of it.

Best wishes.

Sincerely,

Leslie W. Dunbar
Executive Director

LWD:nm
Enclosure

January 29, 1965

Mr. Arthur Howe
Director of Admissions
Yale University
New Haven, Connecticut

Dear Arthur:

I thought you might be interested in the enclosed, particularly as it discusses both your Yale people and one of your great interests.

I know that I have not yet replied to your letter about adaptation of the American Field Services idea to the South.

Sincerely,

Leslie W. Dunbar
Executive Director

LWD:nm
Enclosure

Dear Sir, — As Israel
New South isn't copyrighted,
but I suppose you or Lahr
would prefer should sub-
contract grant this
request. Best regards,

Sarbs.

Rec'd 3/8/65

**Boston University**

Boston, Massachusetts

02215

University Minister-at-Large
152 Bay State Road

March 1, 1965

ML - please reply (Betty W. would appreciate a copy of your letter)

Done - See Ltr 3/23/65

Mr. James M. Dabbs
President
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Mr. Dabbs:

In November, 1961, The New South printed on page 14 an article by Betty Wisdom entitled "Reflections On A Little Girl's Lunchbox."

I am writing on behalf of Howard Thurman to request permission to include this article in his newest book, The Luminous Darkness: A Personal Interpretation of the Anatomy of Segregation and the Ground of Hope. This is scheduled for publication this summer by Harper & Row.

I would appreciate hearing from you at your earliest convenience.

Sincerely,

Sydna Altschuler

Sydna Altschuler
Administrative Assistant

cc: Eleanor Jordan
Harper & Row

March 17, 1965

Mr. Robert Coles
Harvard University
University Health Services
75 Mt. Auburn Street
Cambridge 38, Massachusetts

Dear Bob:

It was good to here from you, and I have read both of the papers; Pat is reading them now.

We would be pleased, indeed very happy, to bring out the migrant piece. If you consent for us to do so, I think we would choose to publish it in the Toward Regional Realism; I am enclosing a sample, to refresh your memory of the format. I agree that you would want to work on the paper somewhat, but I don't think you would need to modify the content very much.

We have a problem, however, Bob, about co-publishing with Fay Bennett. As you may or may not know we are involved with her -- through the National Sharecroppers Fund -- in a largish field project. We like the project, but I hope you will be understanding when I say we don't quite feel strong and virile enough to undertake a second co-existence with Fay.

On the other hand, we would be glad, if we brought out the pamphlet, to sell copies at cost to the NACFL.

Well, I leave it up to you.

All best wishes,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:SLW
Enclosure

HARVARD UNIVERSITY
UNIVERSITY HEALTH SERVICES

*75 Mt. Auburn Street*
*Cambridge 38, Massachusetts*

March 8, 1965

Dear Leslie,

Thanks for your letter. Though when I wrote that piece on weariness I didn't think it very much of anything, I am continually surprised at hearing that it says "something" to people. I fear we are all afraid to recognize how tiring and embittering our efforts can make us——or perhaps I'd better say I am afraid of that.

I would rather not now say anything about the students in any places but psychiatric ones. I have abstained from writing about this subject in non-professional places, and feel I should continue to do so. Enclosed is a copy of a paper on the subject I'm to read at a psychiatric meeting in a few weeks.

On the other hand, the migrant work cries for the attention of all of us——I am at a loss to describe some of those homes and people; it's just unbelievable, in this country, at this time. I'm going to present the enclosed paper at the American Psychiatric Association meetings in May, and if you want me to work it over, perhaps SRC and Fay Bennett's NACFL would be interested in publishing it. She told me she would like to issue such a pamphlet on the social and psychological "aspects" of migrant life, and I've sent her a copy, too. I think if you combined forces on it, the effect would be much greater. Never have I felt that I really "understand" people as I do some of those migrant families; and never have I felt more exploitative about the understanding——which will help me, but——I suspect——do very little for them.

Our regards to all of you,
Sincerely,

Bob

File - Universities, gen.

LEE

I'd like to discuss question | at your convenience

LWD

29
30
35

May 11, 1965

Professor Newton Morton
Associate Professor of Transportation
College of Business Administration
Kent State University
Kent, Ohio 44240

Dear Professor Morton:

Dr. Dunbar will be in New York City all of this week. Since time seems to be of some essence, your questionnaire was referred to me.

Since I am, by training, an economist rather than a political scientist, my replies and comments may differ considerably from those which Les Dunbar might have offered. I suspect -- but I do not know for certain -- that his comments might have been more restrained than mine. But then, my semi-rabidity may enliven your survey.

Good luck to you on a very topical piece of research. Please write us again if the Council can be of any further assistance.

Sincerely yours,

Lloyd J. Elliott
Staff Economist

LJE:nm
Enclosure

Read 5/10/65
LE - Will you do?
LWD
answered, 5/11/65

KENT STATE UNIVERSITY
KENT, OHIO 44240

DEPARTMENT OF MARKETING

April 20, 1965

Dr. Leslie W. Dunbar, Executive Director,
Southern Regional Council,
Atlanta,
Georgia

Dear Dr. Dunbar :

The writer is taking the liberty of invoking your standing as an authority in the field, to ask that you take early opportunity to answer the appended questionnaire, returning it in the attached, self-addressed, stamped envelope. I will appreciate highly your cooperation.

The Growth and Control of Commerce and Its Effect on the Creation of a National Government

One of the most intriguing questions which is found today in the interrelated areas of transportation, commerce and political science is the extent to which the ever-increasing power of Congress and the judiciary to increase the scope of control exercised by the United States Government has led to a de facto reorientation from the idea of a federal government which emanated from the Constitutional Convention in Philadelphia in 1787 to one of a national government.

Whether or not this is the case, it certainly does seem that, under sanctification and authorization of the commerce clause (let alone the due process clause, the necessary and proper clause or others which have been and will continue to be invoked), the Washington government can take jurisdiction, actually or effectually, of any question or area on which it desires its jurisdiction to be paramount. Many cases support this hypothesis. In other words, the derogation of the authority of the states under the impetus of accelerated modern conditions has been such that the question of one national or central government as advocated unsuccessfully at the Philadelphia Convention has occurred to such an extent that it raises some highly pertinent questions as to whether or not the authority of the states is distinctly vestigial (and, if so, to what extent), whether this is good or bad and whether this should be encouraged or confronted with the idea of embarking on some countervailing action.

While this issue has extraordinary and innumerable ramifications, the present study is part of a scope treatment of the growth of commerce as contributing to the trend to a national government.

QUESTIONNAIRE ON COMMERCE CLAUSE CONTROLS AND A NATIONAL GOVERNMENT

1. Do you feel that the powers under the commerce clause have come to be applied so as to derogate the established concept of our government as being that of a Federalist nature and the substitute for it, in reality, a nationalist government?

   Possibly, but, if so, only indirectly and in consequence of causal factors discussed in comments to #3 and #4.

2. Do you feel that the due process and the necessary and proper clauses (and the other clauses of our Constitution) have contributed more or less than the commerce clause to bring about the idea of a nationalist concept?

   The necessary and proper clause has contributed more than has the commerce clause. The due process clause may have contributed a bit less than the commerce clause--thus far, that is--because some "due process decisions" have been anti-nationalistic.

3. To what extent has the increased speed of modern transportation of ideas, people and property contributed to the apparent accelerated concentration of powers in Washington?

   It is these technological changes, along with the advent of a complex, interrelated, interdependent economy and society of two hundred million citizens, which have forced a "stretching" of the various clauses of the Constitution. Had this "stretching" not appeared, we could not have maintained an operative society, and the Constitution would long ago have been consigned to the scrap heap.

4. What basic controls by the states remain? Do you feel that the continuance of the present organization of the states is anomalous? What changes do you feel should be made in the area of state-central government relationships?

   The basic controls remaining in state hands derive from their powers to delay and to obstruct federal action, and, further, to condition that action when it can no longer be obstructed. In the minority of cases, delay results from positive action on the part of the states, i.e., satisfying the local wants and needs well enough to forestall, if not to prevent forever, the electorate's looking to Washington for solutions.

   Our federalist structure is, presently, anomalous. With continuing, accelerating technological and sociological changes--esp., demographically, urbanization, concentration--the federal structure will become anachronous. Although right now it would be neither necessary nor desirable, or even politically possible, to effect, in the future we may expect to see either the actual disappearance

5. What other comments concerning this growing problem appear to you to be advisable?

See ending comments on #4, below.

---

Continuing #4:

of the present system of states, or their elimination as governmental units of consequence. In my own view, they will come to be replaced by "glorified county" governments under an even more centralized government than now obtains. I envision these "glorified counties" as being delineated principally along economic area lines, consisting of central cities and their surrounding, satellite suburban, smaller urban, and rural areas. In other words, the future United States may well be, either officially or de facto, a tightly-knit union of neo-City States.

May I quote you?

Yes, if you wish.

Sincerely,

Newton Morton

Newton Morton
Associate Professor of Transportation
Room 108, Franklin Hall
Kent State University
Kent, Ohio

Lloyd J. Elliott, Ph.D.
Staff Economist
Southern Regional Council, Inc.
5 Forsyth St., N.W.
Atlanta, Georgia

June 10, 1965

Mr. George M. Fredrickson
Department of History
Harvard University
Cambridge, Mass.

Dear Mr. Fredrickson:

Since Mr. Dunbar is out of the office for two weeks, I have been asked to respond to your letter of the 8th.

While the August schedule is unceftain, I am sure Mr. Dunbar will be pleased to talk with you while you are in Atlanta. Of course, other members of the staff also will be available.

Enclosed is a list of the staff and offices of the Councils on Human Relations. They, in turn, can suggest persons in any localities you are likely to visit. If, however, there are cities of special interest to you we will make suggestions of individuals if you wish.

Under separate cover we are sending several publications about the SRC which may be of interest.

Sincerely,

Paul Anthony
Director of Field Activities

PA:mm
Enc.

Rec'd 6/10/65 Pl. reply: PA LWD

HARVARD UNIVERSITY
DEPARTMENT OF HISTORY
CAMBRIDGE, MASS.

File

June 8, 1965

Mr. Leslie Dunbar
Director
Southern Regional Council
2 Forsythe Street
Atlanta, Ga.

Dear Mr. Dunbar:

I am an instructor in History and give some of the lectures in our History of the South course. Being a Northerner who has spent very little time in the South, I have for some time felt a need to travel in the South to gain a deeper understanding of the region, and was therefore delighted to receive a travel grant for this summer. As a scholar, I have a particular interest in intellectual history and am contemplating writing something on the Southern mind since 1880, with particular reference to the development of Southern liberalism. I was recently impressed by your contribution to the anthology, The South in the 1960's--an essay which struck me as a very provocative statement of the present position of Southern liberalism. I would like very much to speak to you in Atlanta this summer, if, by any chance you are going to be there around the first of August. I intend, in any case, to visit the offices of the Southern Regional Council to find out what I can in a short time about the history and philosophy of the organization. Since I will be visiting, Virginia and the Carolinas before coming to Georgia, I would greatly appreciate some information about the affiliates of the Southern Regional Council in those states. Professor Thomas Pettigrew has told me that the best way to interview Southern liberals is to visit the local Human Relations Councils, and I would therefore be very grateful if your office could send me before the first of July a list of affiliated organizations and groups.

Sincerely yours,

George M. Fredrickson

George M. Fredrickson
Instructor in History

See - Universities (N.Y.U.)

July 26, 1965

Professor Norman Dorsen
New York University
School of Law
New York, New York

Dear Professor Dorsen:

Professor Robert J. Harris of the University of Michigan has suggested to me that I might obtain from you a copy of the first draft of a Uniform Civil Rights Act. I would be most grateful if you could send us a copy.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:js

File - Universities - Duke

MI - file

September 22, 1965

The Honorable Terry Sanford
Duke University, College Station
Durham, North Carolina 27708

My dear Mr. Sanford:

Since Leslie Dunbar is leaving the Council to become Director of the Field Foundation and I am replacing him here, he has requested that I respond to your letter of the 9th.

Because of this change we will not be able to accept your invitation to attend the Kansas City meeting. This is all the more regrettable since we find your proposal an exciting and highly desirable one and would like to make any possible contribution to it.

The Council has traditionally had a interest in education in the Southern region. While the emphasis has been on the civil rights aspects of this field we like you feel that quality education broadly spread is a requirement of a healthy society. In a few weeks we hope to publish a study done for us by Dr. Ross Green of Emory University on the problems of education in rural counties and the means of achieving a quality educational system in these areas.

We would welcome an opportunity to share our resources and cooperate in any way with your program.

Sincerely yours,

Paul Anthony

PA:rh

# A STUDY OF AMERICAN STATES

TERRY SANFORD

DUKE UNIVERSITY, COLLEGE STATION
DURHAM, NORTH CAROLINA 27708

September 9, 1965

Dr. Leslie W. Dunbar, Exec. Dir.
Southern Regional Council, Inc.
5 Forsythe St., N. W.
Atlanta 3, Georgia

Dear Dr. Dunbar:

We have taken the proposal for a nationwide Compact for Education to the National Governors' Conference and have received a very favorable response from most of the states. Forty-eight Governors have indicated an interest and have agreed to appoint representatives to a final planning session in Kansas City on September 29 and 30.

Enclosed you will find a draft of the proposal we sent to you in outline form earlier in the summer. I would appreciate it if you could look it over and send me any suggestions you might have.

In addition, I would like to invite you to attend the Kansas City meeting as an observer-participant. While the states are naming seven representatives each, your presence at the conference would help to assure that the Compact begins in the right direction.

Please let me know if you can come.

With best wishes always.

Sincerely,

Terry Sanford

Terry Sanford

Draft
September 1965

# COMPACT FOR EDUCATION

## Article I. Purpose and Policy.

SECTION A. It is the purpose of this compact to:

1. Establish and maintain close cooperation and understanding among executive, legislative, professional educational and lay leadership on a nation-wide basis at the State and local levels.

2. Provide a forum for the discussion, development, crystallization and recommendation of public policy alternatives in the field of education.

3. Provide a clearing house of information on matters relating to educational problems and how they are being met in different places throughout the Nation, so that the executive and legislative branches of State Government and of local communities may have ready access to the experience and record of the entire country, and so that both lay and professional groups in the field of education may have additional avenues for the sharing of experience and the interchange of ideas in the formation of public policy in education.

4. Facilitate the improvement of State and local educational systems so that all of them will be able to meet adequate and desirable goals in a society which requires continuous qualitative and quantitative advance in educational opportunities, methods and facilities.

SECTION B. It is the policy of this compact to encourage and promote local and State initiative in the development, maintenance, improvement and administration of educational systems and institutions in a manner which will accord with the needs and advantages of diversity among localities and States.

SECTION C. The party States recognize that each of them has an interest in the quality and quantity of education furnished in each of the other States, as well as in the excellence of its own educational systems and

institutions, because of the highly mobile character of individuals within the Nation, and because the products and services contributing to the health, welfare and economic advancement of each State are supplied in significant part by persons educated in other States.

## Article II. The Commission.

SECTION A. The Educational Commission of the States, hereinafter called "the Commission", is hereby established. The Commission shall consist of seven members representing each party State. One of such members shall be the Governor; one shall be a member of the State legislature selected and serving in such manner as the legislature may determine; and five shall be appointed by and serve at the pleasure of the Governor, unless the laws of the State otherwise provide. If the laws of a State prevent legislators from serving on the Commission, six members shall be appointed by and serve at the pleasure of the Governor, unless the laws of the State otherwise provide. In addition to any other principles or requirements which a State may establish for the appointment and service of its members of the Commission, the guiding principle for the composition of the membership on the Commission from each party State shall be that the members representing such State shall, by virtue of their training, experience, knowledge or affiliations be in a position collectively to reflect broadly the interests of the State Government, higher education, the State education system, local education and lay and professional educational leadership. Of those appointees, one shall be the head of a state agency or institution, designated by the Governor, having responsibility for one or more programs of public education. In addition to the members of the Commission representing the party States, there may be not to exceed ten nonvoting commissioners selected by the steering committee for terms of one year. Such commissioners shall represent leading national organizations of professional educators or persons concerned with educational administration.

SECTION B. The members of the Commission shall be entitled to one vote each on the Commission. No action of the Commission shall be binding unless taken at a meeting at which a majority of the total number of votes on the Commission are cast in favor thereof. Action of the Commission shall be only at a meeting at which a majority of the Commissioners are present. The Commission shall meet at least once a year. In its bylaws, and subject to such directions and limitations as may be contained therein, the Commission may delegate the exercise of any of its powers to the steering committee or the Executive Director, except for the power to approve budgets or requests for appropriations, the power to make policy recommendations pursuant to Article III and adoption of the annual report pursuant to Article II (j).

SECTION C. The Commission shall have a seal.

SECTION D. The Commission shall elect annually, from among its members, a chairman, who shall be a Governor, a vice chairman and a treasurer. The Commission shall provide for the appointment of an executive director. Such executive director shall serve at the pleasure of the Commission, and together with the treasurer and such other personnel as the Commission may deem appropriate shall be bonded in such amount as the Commission shall determine. The executive director shall be secretary.

SECTION E. Irrespective of the civil service, personnel or other merit system laws of any of the party States, the executive director subject to the approval of the steering committee shall appoint, remove or discharge such personnel as may be necessary for the performance of the functions of the Commission, and shall fix the duties and compensation of such personnel. The Commission in its bylaws shall provide for the personnel policies and programs of the Commission.

SECTION F. The Commission may borrow, accept or contract for the services of personnel from any party jurisdiction, the United States, or any subdivision or agency of the aforementioned governments, or from any agency of two or more of the party jurisdictions or their subdivisions.

SECTION G. The Commission may accept for any of its purposes and functions under this compact any and all donations, and grants of money, equipment, supplies, materials and services, conditional or otherwise, from any State, the United States, or any other governmental agency, or from any person, firm, association, foundation, or corporation, and may receive, utilize and dispose of the same. Any donation or grant accepted by the Commission pursuant to this paragraph or services borrowed pursuant to paragraph (f) of this Article shall be reported in the annual report of the Commission. Such report shall include the nature, amount and conditions, if any, of the donation, grant, or services borrowed, and the identity of the donor or lender.

SECTION H. The Commission may establish and maintain such facilities as may be necessary for the transacting of its business. The Commission may acquire, hold, and convey real and personal property and any interest therein.

SECTION I. The Commission shall adopt bylaws for the conduct of its business and shall have the power to amend and rescind these bylaws. The Commission shall publish its bylaws in convenient form and shall file a copy thereof and a copy of any amendment thereto, with the appropriate agency or officer in each of the party States.

SECTION J. The Commission annually shall make to the Governor and legislature of each party State a report covering the activities of the Commission for the preceding year. The Commission may make such additional reports as it may deem desirable.

## Article III. Powers.

In addition to authority conferred on the Commission by other provisions of the compact, the Commission shall have authority to:

1. Collect, correlate, analyze and interpret information and data concerning educational needs and resources.

2. Encourage and foster research in all aspects of education, but with special reference to the desirable scope of instruction, organization, administration, and instructional methods and standards employed or suitable for employment in public educational systems.

3. Develop methods for adequate financing of education as a whole and at each of its many levels.

4. Conduct or participate in research of the types referred to in this Article in any instance where the Commission finds that such research is necessary for the advancement of the purposes and policies of this compact, utilizing fully the resources of national associations, regional compact organizations for higher education, and other agencies and institutions, both public and private.

5. Formulate suggested policies and plans for the improvement of public education as a whole, or for any segment thereof, and make recommendations with respect thereto available to the appropriate governmental units, agencies and public officials.

6. Do such other things as may be necessary or incidental to the administration of any of its authority or functions pursuant to this compact.

## Article IV. Cooperation With Federal Government.

SECTION A. If the laws of the United States specifically so provide, or if administrative provision is made therefor within the Federal Government, the United States may be represented on the Commission by not to exceed ten representatives. Any such representative or representatives of the United States shall be appointed and serve in such manner as may be provided by or pursuant to Federal law, and may be drawn from any one or more branches of the Federal Government, but no such representative shall have a vote on the Commission.

SECTION B. The Commission may provide information and make recommendations to any executive or legislative agency or officer of the Federal Government concerning the common educational policies of the States, and may advise with any such agencies or officers concerning any matter of mutual interest.

## Article V. Committees.

SECTION A. To assist in the expeditious conduct of its business when the full Commission is not meeting, the Commission shall have a steering committee of thirty members which, subject to the provisions of this compact and consistent with the policies of the Commission, shall be constituted and function as provided in the bylaws of the Commission. One-third of the membership of the steering committee shall consist of Governors, and the remainder shall consist of other members of the Commission. A Federal representative on the Commission may serve with the steering committee, but without vote. The voting members of the steering committee shall serve for terms of two years, except that members elected to the first steering committee of the Commission shall be elected as follows: fifteen for one year and fifteen for two years. The chairman, vice chairman, and treasurer of the Commission shall be members of the steering committee and, anything in this paragraph to the contrary notwithstanding, shall serve during their continuance in these offices. Vacancies in the steering committee shall not affect its authority to act, but the Commission at its next regularly ensuing meeting following the occurrence of any vacancy shall fill it for the unexpired term. No person shall serve more than two terms as a member of the steering committee: provided that service for a partial term of one year or less shall not be counted toward the two term limitation.

SECTION B. The Commission may establish advisory and technical committees composed of State, local, and Federal officials, and private

persons to advise it with respect to any one or more of its functions. Any advisory or technical committee may, on request of the States concerned, be established to consider any matter of special concern to two or more of the party States.

SECTION C. The Commission may establish such additional committees as its bylaws may provide.

## Article VI. Finance.

SECTION A. The Commission shall advise the Governor or designated officer or officers of each party State of its budget and estimated expenditures for such period as may be required by the laws of that party State. Each of the Commission's budgets of estimated expenditures shall contain specific recommendations of the amount or amounts to be appropriated by each of the party States.

SECTION B. The total amount of appropriation requests under any budget shall be apportioned among the party States as follows: one-third in equal shares; and the remainder in proportion to the population of each party State as shown in the most recent decennial census of population taken by the United States Bureau of the Census, or any agency successor thereto.

SECTION C. The Commission shall not pledge the credit of any party State. The Commission may meet any of its obligations in whole or in part with funds available to it pursuant to Article II (g) of this compact, provided that the Commission takes specific action setting aside such funds prior to incurring an obligation to be met in whole or in part in such manner. Except where the Commission makes use of funds available to it pursuant to Article II (g) thereof, the Commission shall not incur any obligation prior to the allotment of funds by the party States adequate to meet the same.

SECTION D. The Commission shall keep accurate accounts of all receipts and disbursements. The receipts and disbursements of the

Commission shall be subject to the audit and accounting procedures established by its bylaws. However, all receipts and disbursements of funds handled by the Commission shall be audited yearly by a qualified public accountant, and the report of the audit shall be included in and become part of the annual reports of the Commission.

SECTION E. The accounts of the Commission shall be open at any reasonable time for inspection by duly constituted officers of the party States and by any persons authorized by the Commission.

SECTION F. Nothing contained herein shall be construed to prevent Commission compliance with laws relating to audit or inspection of accounts by or on behalf of any government contributing to the support of the Commission.

## Article VII. Eligible Parties; Entry Into and Withdrawal.

SECTION A. This compact shall have as eligible parties all States, Territories, and Possessions of the United States, the District of Columbia, and the Commonwealth of Puerto Rico. In respect of any such jurisdiction not having a Governor, the term "Governor", as used in this compact, shall mean the closest equivalent official of such jurisdiction.

SECTION B. Any State or other eligible jurisdiction may enter into this compact and it shall become binding thereon when it has adopted the same: provided that in order to enter into initial effect, adoption by at least ten eligible party jurisdictions shall be required.

SECTION C. Adoption of the compact may be either by enactment thereof or by adherence thereto by the Governor; provided that in the absence of enactment, adherence by the Governor shall be sufficient to make his jurisdiction a party only until December 31, 1967. During any period when a State is participating in this compact through gubernatorial action, the Governor

shall appoint those persons who, in addition to himself, shall serve as the members of the Commission from his State, and shall provide to the Commission an equitable share of the financial support of the Commission from any source available to him.

SECTION D. Except for a withdrawal effective on December 31, 1967 in accordance with paragraph C of this Article, any party State or jurisdiction may withdraw from this compact by enacting a statute repealing the same, but no such withdrawal shall take effect until one year after the Governor of the withdrawing State or other jurisdiction has given notice in writing of the withdrawal to the Governors of all other party States and jurisdictions. No withdrawal shall affect any liability already incurred by or chargeable to a party State or jurisdiction prior to the time of such withdrawal.

## Article VIII. Construction and Severability.

This compact shall be liberally construed so as to effectuate the purposes thereof. The provisions of this compact shall be severable and if any phrase, clause, sentence or provision of this compact is declared to be contrary to the constitution of any State or of the United States, or the applicability thereof to any Government, agency, person or circumstance is held valid, the validity of the remainder of this compact and the applicability thereof to any Government, agency, person or circumstance shall not be affected thereby. If this compact shall be held contrary to the constitution of any State participating therein, the compact shall remain in full force and effect as to the State affected as to all severable matters.

A Brief Summary Of

# THE COMPACT FOR EDUCATION

The draft of the Compact for Education is the product of a great deal of discussion and hard work. It has been developed over the course of a number of months in consultation with many people from the fields of education and State government.

It consists of the Compact itself, which must be passed in an identical form by every state which joins; and an enabling act which can be varied from state to state and therefore is presented here as a "Suggested Act". To put it another way, the Compact is the agreement between the states and the enabling act is the instrument by which each state puts the agreement into effect.

An article by article description of the Compact follows:

## Article I. Purposes and Policy

Broad statement of purposes and policy.

## Article II. The Commission

Sets up an Educational Commission of the States which will be the governing body of the compact organization. Membership will consist of seven representatives from each state: The Governor, a legislator, and five others from all levels of education. In addition, provides for ten non-voting commissioners to represent national education organizations.

Also provides for an Executive Director, officers, annual meetings, bylaws, power to receive funds, and maintain facilities.

## Article III. Powers

Generally gives the Commission authority to conduct studies and make recommendations.

## Article IV. Cooperation with the Federal Government

Provides for ten representatives on the Commission which may come from all branches of the federal government, to serve without vote.

## Article V. Committees

Provides for a Steering Committee of thirty members selected from the entire Commission, ten of whom will be Governors. Also a federal member serving without vote. All will serve staggered terms, to assure continuity. Provides, also for other advisory or technical committees.

## Article VI. Finance

Provides for a budget, the allocation of expenses among the party states, and a yearly audit.

## Article VII. Eligible Parties: Entry Into and Withdrawal

Provides for an Executive Compact for two years, allowing time for the states to gain legislative enactment of the Compact.

## Article VIII. Construction and Severability

Is a routine provision in most compacts.

The Suggested Enabling Act recommends the establishment of a (Name of State) Educational Council. This Council could be made up of the seven representatives to the Commission plus anyone else the Governor feels ought to be consulted on questions before the Commission. Of course, the states may adopt any kind of enabling act they wish.

Suggested Enabling Act:

# Compact For Education

Section 1.

The Compact for Education is hereby entered into and enacted into law with all jurisdictions legally joining therein, in the form substantially as follows:

(INSERT EXACT TEXT OF COMPACT HERE)

Section 2.

(There is hereby established the (Name of State) Education Council composed of the members of the Educational Commission of the States representing this State, and _____ other persons appointed by the Governor for terms of (three years). Such other persons shall be selected so as to be broadly representative of professional and lay interests within this State having the responsibilities for, knowledge with respect to, and interest in educational matters. The Chairman shall be designated by the Governor from among its members. The Council shall meet on the call of its chairman or at the request of a majority of its members, but in any event the Council shall meet not less than three times in each year. The Council may consider any and all matters relating to public educational policy and any matters relating to recommendations of the Educational Commission of the States and the activities of the members in representing this State thereon.)

Section 3.

Pursuant to Article II (i) of the Compact, the Commission shall file a copy of its bylaws and any amendment thereto with the (insert designation of appropriate state agency or official).

Section 4.

(Insert effective date.)

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**Please Reserve:** *Compact for Education*
*September 29 - 30, 1965*

Type Room.....No. Persons.....Rate.....
Single, double, twin, suite

Arrival Date.....A.M.—P.M. Departure Date.....A.M.—P.M.

Signed .....

Address .....

City and State .....

**Reservations Are Not Held After 6 P.M. Unless a Later Arrival Time Is Specified.**

RESERVATIONS ARE ACCEPTED SUBJECT TO CONDITIONS OR CIRCUMSTANCES BEYOND OUR CONTROL

RATE SCHEDULE—*All Rooms Are Air-Conditioned*

| | | | |
|---|---|---|---|
| Single (1 Person) | $ 9.00 to $16.00 | Suites (2 Rooms) | $25.00 to $ 75.00 |
| Double (2 Persons) | $12.00 to $18.00 | Suites (3 Rooms) | $39.00 to $100.00 |
| Twin Beds | $14.00 to $20.00 | Suites (4 Rooms) | $57.00 to $100.00 |
| Studio (Parlor-Bedroom) | $12.00 to $20.00 | Sample Rooms | $13.00 to $ 25.00 |

IF ROOM IS NOT AVAILABLE AT RATE REQUESTED, RESERVATION WILL BE MADE AT NEXT AVAILABLE RATE

File
Peabody College

October 13, 1965

Dr. William H. Drummond
George Peabody College for Teachers
Nashville, Tennessee

Dear Bill:

It was very good to meet and to get to know you at the conference, and I appreciate being asked to attend. Please know again that we are anxious to be of any possible assistance to you as you develop your project.

At this particular moment our mail room is in a terrible jam, but at an early date we will see that you receive a copy of about everything we have on hand.

Best wishes.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

MEMORANDUM October 13, 1965

To: BCCook

From: MMJohnson

Bernice,

Whenever you can, but hopefully soon, Paul would like everything we have in the way of SRC publications; and those which we have in quantity -- sent to the following person: (send one copy each)

Dr. William H. Drummond
George Peabody College for Teachers
Nashville, Tennessee

thanx, mmj

MS

January 6, 1966

Dr. Harold H. Punke
Director of Institute
Auburn University
Auburn, Alabama

Dear Dr. Punke:

This will confirm my commitment to be with you on January 25. I shall prepare the two presentations on the subjects given in your letter.

I plan to arrive shortly before 10:00 a.m. and shall come directly to your office.

With best wishes.

Sincerely,

Paul Anthony
Executive Director

PA/km

4-5-3-8-7

4-2-P

# AUBURN UNIVERSITY

AUBURN ALABAMA

36830

Gary - Glenn

SCHOOL OF EDUCATION

Office of the Dean

January 4, 1966

Telephone 887-6511
Area Code 205

Mr. Paul Anthony
Executive Secretary
Southern Regional Council, Inc.
5 Forsyth, N.W.
Atlanta, Georgia

Dear Mr. Anthony:

This note is in confirmation of our telephone conversation early in December about your being able to be with us in our institute program on January 25. It may seem somewhat delayed, but is in line with your suggestion of reminding you about the arrangement at some time before the date of appearance.

Perhaps I should mention a few items from our conversation as a means of refreshing ourselves concerning it. I indicated that we could offer an honorarium of $75 for the day plus expenses. I understood you to say that you would most likely drive to Auburn on the day of the program and return to Atlanta in the afternoon. The official travel distance allowed between Auburn and Atlanta is 125 miles. Auburn recognizes travel expense as including mileage and meals. Our computation of the total amount then would be $104.50.

Perhaps a comment on the institute group and program would be helpful. We meet from 10:00 - 12:00 noon and also from 1:00 - 3:00 p.m. As I mentioned in our telephone conversation, Tuesday is about the only day that would be feasible for us, as related to the date of January 25. It has been our practice for a guest to make two presentations, of about an hour each, followed by a question and discussion session. It is our thought that one such presentation might be made at 10 o'clock and the other at 1 o'clock. Would it be feasible for you to discuss the social and economic future of the South during the morning presentation and discussion, and the matter of race and education in this future picture during the afternoon? It would certainly be a help to the thirty members of the institute, who are graduate students of both races, if you could make some such presentation as suggested.

We are looking forward with a great deal of anticipation to your being with us on January 25 and hope that nothing has intervened which would disrupt the plans indicated in our telephone conversation. My office is 331 Thach Hall, and the place of the morning meeting is near my office on the same floor of Thach Hall. Would you drop me a note concerning the above.

Very sincerely yours,

Harold H. Punke
Dr. Harold H. Punke
Director of Institute

Gary - to Thatch St.
TR - 1st cross St
College
Pet. Centennial Garden



3rd

File Univ's - gen

March 22, 1966

The Centennial-Inauguration Committee
Shaw University
Administration Building
Raleigh, North Carolina 27602

Gentlemen:

I deeply regret that because of a Council function set for that date, it will be impossible for the Southern Regional Council to be represented at the Centennial celebration and inauguration of Dr. Cheek.

Please allow me to take this opportunity to extend to you and to Dr. Cheek our very best wishes, and pledge our friendship and support.

With best wishes,

Sincerely,

Paul Anthony
Executive Director

PA/mmj

3-19-61

As I phone Mrs. Morgan this A.M., sorry I can't make it. Will be in Philadelphia on 4/16.

M. A. W.

# INFORMATION FOR DELEGATES AND GUESTS

Attending the Centennial Convocation and Inauguration of

JAMES EDWARD CHEEK

as

President of The Shaw University
Raleigh, North Carolina

APRIL 16, 1966

Delegates and guests are requested to register in the Lobby of the Administration Building, University Campus, beginning at 10:00 a.m.

There will be a luncheon for all official delegates and their wives in the University Dining Hall (adjacent to the Administration Building) at 11:45 a.m. Delegates and their wives will receive luncheon tickets upon registering.

Delegates will assemble for forming the academic procession at 1:30 p.m. in Spaulding Gymnasium.

Academic costume will be worn only by delegates representing institutions of higher learning and learned societies.

The Centennial Convocation and Inaugural Ceremonies will be held in the Raleigh Memorial Auditorium.

There will be a reception in honor of President and Mrs. Cheek and distinguished guests on the lawn of the President's residence immediately following the ceremonies.

Guests wishing hotel reservations are requested to notify Mr. Clifford Coles, Chairman of the Hospitality Section of the Centennial-Inauguration Commission.

Upon arrival on campus, delegates and guests are asked to follow the signs to reserved parking areas.

*The Centennial Celebration*

*and*

*The Inauguration of*

# JAMES EDWARD CHEEK

*As the Seventh President of*

## THE SHAW UNIVERSITY

RALEIGH, NORTH CAROLINA

APRIL 16, 1966

# CENTENNIAL-INAUGURAL EVENTS

## THURSDAY AND FRIDAY, APRIL 14-15

Student Symposium: "Education Today for Life Tomorrow"

## FRIDAY, APRIL 15

8:00 p.m. The Shaw Players presents Lillian Hellman's "The Children's Hour"
Memorial Auditorium

## SATURDAY, APRIL 16

10:00 a.m. Registration of Delegates
The Lobby, Administration Building

11:45 a.m. Luncheon for Delegates and Wives.
University Dining Hall

1:30 p.m. Assembly for Academic Procession

2:00 p.m. The Convocation Celebrating the One Hundredth Anniversary and Inaugural Ceremonies

6:00 p.m. Reception
Front Lawn of President's Residence

8:00 p.m. Inaugural Ball
Memorial Auditorium

Rec'd
3/3/66

The Board of Trustees and Faculty
of The Shaw University
request the honor of your presence
at the Convocation
celebrating the One Hundredth Anniversary
of the University
and the
Ceremonies Inaugurating

James Edward Cheek

as the Seventh President
of the University
Saturday, the sixteenth of April
Nineteen hundred and sixty-six
at two o'clock in the afternoon
in the Raleigh Memorial Auditorium
Raleigh, North Carolina

The favor of a
reply is requested

_____ founded in _____
(Name of institution or society) (Date)

will be represented at the Centennial Convocation
and Inauguration of

JAMES EDWARD CHEEK

as

President of The Shaw University

by

Name_____ _____
(Please print) (Degrees)

Title or position_____

Address _____

Date and time of arrival_____

(Please return this card by March 15, 1966)

If the person addressed cannot accept this invitation, it is hoped that a delegate, preferably not a member of the Shaw University faculty, will be appointed as his representative. It is requested that the enclosed card be returned by March 15.

Delegates are requested to furnish academic costume.

The detailed Centennial Convocation and Inauguration Program and information will be forwarded to the delegate after receipt of the enclosed card.

The Centennial-Inauguration Committee
Shaw University
Administration Building
Raleigh, North Carolina 27602

SOUTHWESTERN LAW JOURNAL
*a publication of*
SOUTHERN METHODIST UNIVERSITY SCHOOL OF LAW
DALLAS 5, TEXAS

May 12, 1966

Mr. Paul Anthony
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Mr. Anthony:

Thank you so much for your informative letter of May 4. I am being forced to delay work on my paper until after exams, but I have been able to study the material you sent — and with great interest. I certainly appreciate your help and will advise you of further progress.

Sincerely yours,

Jim Wallenstein

Jim Wallenstein

file
Universities - Methodist
Southern or
Univ. of Ga

May 4, 1966

Mr. Jim Wallenstein
Southwestern Law Journal
Southern Methodist University
School of Law
Dallas, Texas

Dear Mr. Wallenstein:

In response to your inquiry, enclosed is a brief list of references supplied by our Research Department.

I am also told that the City of Nashville has begun to make a real effort to desegregate schools, to cease gerrymandering districts, etc. You may want to determine if there is anything of interest there for your study.

Predictions are foolish in the area of school integration but I do not think we will see ny widescale attack on the neighborhood school system in the south in the near future. This is due in part to the fact that Negro ghettos are not as rigid at this point in the region and there is at least some more flexibility than in many parts of the country. It should be noted, however, that our ghettos are growing at a rapid rate and there is some indication this is due to a sudden new concern during the past decade with who lives in what district.

Through the courts and through the powers and the interests of the U. S. Office of Education I think in broad terms whatever the failures or slow starts or mistakes made we will see considerable effort now to move from the phase of' "desegregation" to efforts at achieving integration in the

public school system. It will be an extremely difficult job but at least in many instances I think we will succeed.

In regard to integration, it should be noted that a great many of our rural counties and small town systems offer the best opportunities for true integration. It is a manageable problem in terms of numbers, a desirable one in terms of efficient use of school buildings and faculty, and one seldom faces the traditional problems of segregated school districts. Everybody is generally already in one district.

Finally, this is a prediction from a completely non-legal mind, but I feel we are likely to see decisions in the Fifth Circuit change from a "color blind interpretation" to reflect more strongly a legal point of view that the law requires integration and that one must look at color to achieve this. Please let us know if we can be of any additional help. We would appreciate a copy of your study when it is completed.

Sincerely,

Paul Anthony
Executive Director

PA/km

Enc.

Face
Universities -
Auburn Ala.

May 23, 1966

Dr. Ellsworth Steele
Department of Economics
Auburn University
Auburn, Alabama

Dear Dr. Steele:

In a recent conversation, Mr. Nat Welch indicated that we might well have a number of mutual interests. This is merely to invite you to stop by the office sometime when you are in Atlanta. We have some interest, and limited funds, for economic research, and Mr. Welch felt you might well be interested in guiding us in this or giving us suggestions about it.

With best wishes,

Sincerely,

Paul Anthony
Executive Director

PA/mmj

Rec'd 6/2/66

SOUTHWEST CENTER FOR
HUMAN RELATIONS STUDIES
CONSULTATIVE CENTER

THE UNIVERSITY OF OKLAHOMA
NORMAN, OKLAHOMA, 73069

(1)

May 30, 1966

Mr. Paul Anthony, Director
Southern Regional Council
5 Forsyth St., N. W.
Atlanta 3, Georgia

Dear Mr. Anthony:

We are very happy that you can be with us on June 19 at the Fountainhead Conference for secondary school principals. We have finalized our program as of last Friday and are in the process of printing programs. We will send you a copy when they are available. The program for Sunday afternoon and evening has been scheduled as follows:

3:00 p.m. Registration
6:30 p.m. Barbeque on the Patio and a Water Show
7:30 p.m. Program
Welcome - Presidents of Oklahoma and Texas Secondary Principal Associations.

Address: Mr. Paul Anthony
Reaction Panel:
Dr. Glenn Snider
Dr. Truman Wester
Dr. Gerald Sample
Mr. Don Hall

You will note that no limitation has placed on your address. You have such a wealth of experience that the selection of material and topic is at your discretion. You may wish at this time a list of the major areas which will be considered in the conference:

1. Group Behavior and Leadership
2. Communication, Decision Making, and Change
3. "Portrait of the Disadvantaged Child" - a film
4. Attitudes and Behavior; Sociological, Psychological, and Philosophical Bases for Understanding Group Behavior
5. Education of the Disadvantaged Child
6. Implementing the Intent of the Civil Rights Act
7. Curriculum Change to Accommodate All Children & Youth.

We will reserve a room for you for the nights of June 19, 20, and 21. If you need to leave sooner, we can adjust the reservation.

We will arrange for a graduate assistant to pick you up at the Will Rogers Airport, Oklahoma City, when we learn of your arrival time on June 19.

Will you please send us a 'mug shot' and biographical sketch for publicity purposes?

Again may I thank you for coming our way.

Sincerely yours,

Truman Wester

Truman Wester, Director
Consultative Center

TW/mm

See Illinois - Gen 1966

May 7, 1966

Mr. Truman Wester, Director
Consultative Center
Southwest Center for Human
Relations Studies
University of Oklahoma
Norman, Oklahoma 73069

Dear Mr. Wester:

Reservations have been made for me to arrive at the Oklahoma City Airport on Sunday, June 19, on Continental's Flight #612, which will arrive around 2:20 P.M.

The requested photograph and biographical sketch are enclosed.

My talk will be along the lines of the responsibility of the educator toward school integration. This still, I hope, allows me to say almost anything.

I have arranged to leave Oklahoma City on the 21st at 4:20 P.M. I trust this will be convenient with you and fit into your schedule. If necessary I can remain over until the next morning, but it would be good to get home that evening if at all possible.

I look forward to being with you.

Sincerely,

Paul Anthony
Executive Director

PA/km
Enc.

File
Whenever this
either Iowa State Univ.
or Univ. general

June 22, 1966

Iowa State University Press
Ames, Iowa

Gentlemen:

Enclosed is our check for $4.95 for a copy of your recently published book ECONOMIC DEVELOPMENT OF AGRICULTURE, published by the Iowa State University Center for Agricultural and Economic Development.

Sincerely,

Paul Anthony
Executive Director

PA/km

Enc.

File "Universities" "Duke"

June 22, 1966

The Honorable Terry Sanford
Duke University
College Station
Durham, North Carolina

Dear Governor Sanford:

Thank you for the copy of your excellent keynote address given at the First Annual Meeting of the Education Commission of the States. I have read it with interest.

You are to be commended for what has been accomplished in less than two years. I hope your work pays the substantial dividends it so well deserves.

With best wishes.

Sincerely,

Paul Anthony
Executive Director

PA/km

Bring up July 5

done
file Units gen.

file Copy

June 24, 1966

Mr. Warren F. Jones, Jr.
Chairman
Department of Psychology
Stetson University
Deland, Florida

Dear Mr. Jones:

I shall arrive on July 12 on the 7:30 A.M. Delta Flight, Atlanta to Orlando, and look forward to seeing you at that time.

My apologies again for the early hour.

Sincerely,

Paul Anthony
Executive Director

PA/km

Bring up July 6, 1966

June 14, 1966

Mr. John A. Hague
Director of American Studies
Stetson University
Deland, Florida

Dear Mr. Hague:

On checking I find that I can arrive in Orlando on July 12th at either 7:30 a.m., or 12:20 p.m. The early flight is satisfactory with me, although I hesitate to ask anyone to meet me at such an hour.

Would you please drop me a card which of these times would be most convenient for you?

Sincerely,

Paul Anthony
Executive Director

PA/mmj

File
Thanks, gen.

July 12, 1966

Mr. Jim Wallenstein
Southwestern Law Journal
Southern Methodist University School of Law
Dallas 5, Texas

Dear Mr. Wallenstein:

We are sorry to hear you are having some difficulties but by all means keep the material you have and we hope you find some more use of it.

And congratulations on the 90!

Best wishes.

Sincerely,

Paul Anthony
Executive Director

PA/km

SOUTHWESTERN LAW JOURNAL
*a publication of*
SOUTHERN METHODIST UNIVERSITY SCHOOL OF LAW
DALLAS 5, TEXAS

July 7, 1966

Mr. Paul Anthony and Miss Glenda Bartley
Southern Region Council
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Mr. Anthony and Miss Bartley:

Your letters and materials have been greatly appreciated; unfortunately, I am having to delay my comment for the law review. The Board of Editors voted to attempt a student symposium on Texas procedural law, and as Editor-in-Chief I felt obligated to set a good example by taking one of the topics. "Special Issue Submission in Texas" does not quite have the color of "De Facto Segregation and the Neighborhood School", but policy is policy.

If I may, I would like to keep the material you have sent. I have not given up hope of turning my research paper into a comment later in the year. My Civil Rights professor encouraged me by giving me a grade of 90 on the paper.

Thank you again.

Sincerely,

Jim Wallenstein

JW/ep

September 1, 1966

Mr. Locksley G. E. Edmondson
Assistant Professor
Department of Political Science
University of Waterloo
Waterloo
Ontario, Canada

Dear Mr. Edmondson:

Please forgive me this delay in answering your inquiry of August 4. This has been due in part to my absence from the office and from the fact that your questions are so formidable as to have somewhat intimidated me.

Most importantly, perhaps, is that you should send a similar letter to Mr. Harold C. Fleming, Executive Vice President, The Potomac Institute, 1501 - 18th Street, N. W., Washington, D. C. Mr. Fleming was Director of Information for SRC during the period of your interest, and later Executive Director. From memory he can give much better answers than I.

Some attempt at answers follow and are numbered correspondingly to those in your letter.

(1) The requested examples of studies are being sent separately.

(2) and (3) Fleming can especially respond to the extent that the NAACP used our research facilities and materials. However, Dr. Kenneth Clark, who played such a significant role in information and testimony of the 1954 School Decision,was also a consultant with SRC during that time. I suspect there was an exchange of information between the two agencies, at least to some extent. Frequently, when the NAACP was attacked (usually as being Communist, and it was constantly under attack) a shorter attack on SRC was tagged on.

(4) In reference to attacks, SRC frequently defended the movement as well as itself. Some portion of SRC's educational campaign during that period was to defend integrationists against the charges of Communism, to interpret the reasons for actions taken by groups such as the NAACP, to expose the myth that there was equal as well as separate facilities, and to emphasize that Southern Negroes (not outside agitators) were in the forefront of protest. An example of a typical attack and several SRC responses are being sent you separately. They include reference to the NAACP.

(6) To no significant degree was there an overlapping of membership among senior personnel of the two organizations. Until 1954, SRC had a general membership of slightly less than 4,000, and a significant number, if not a majority, of these members were probably also members of the NAACP. (After 1954, SRC became a council of 100 persons, with its former general membership transferred to the private state Councils on Human Relations, which SRC began to organize and finance in that year.)

Several of the senior members of the SRC staff were also members of the NAACP, but I doubt to any significant degree.

(7) There were no formal regularized links with the NAACP 's National Office. There were, however, close personal working relationships between the two staffs. Early in the 30's and 40's for instance, there was much cooperation between Walter White and SRC, particularly the women connected with SRC who were working in programs to eliminate lynching in the South. There was also a very close working relationship (and several close friendships) with Mrs. Ruby Hurley, then and now, the director of the Southeastern Regional Office of the NAACP. Considerable planning and mutual strategy sessions took place on this level. Also, you must remember that those working professionally in the South in race relations during the early 50's constituted a very small band. Because of this there were friendships, considerable sharing of information and joint thinking-through of mutual problems. About 1952 the small group of those who worked in this field (and trusted each other) began meeting quarterly, on a confidential basis, just to make certain that an exchange of information and a thinking together took place. This eventually grew into a regular, informal meeting together of more than 40 agencies and groups of like concerns and formally called the Southern Interagency Conference. The Conference continues to meet quarterly, and SRC continues to serve as its secretariat. Needless-to-say, the old feelings of camarade and complete trust in sharing of information has been diluted considerably.

(8) Under apparate cover we are also sending some information about the background and purposes of SRC prior to 1955. In summary, the Council was

organized in 1944 as an outgrowth of the Commission on Interracial Cooperation, which was founded in 1919. SRC's early years were lean and hard in terms of financial stability and constant hostial attacks on it. This was perhaps due to the agency's deliberate efforts at remaining southern in its staff and membership. The Council is, of course, interfaith and interracial. Primarily, its concern has always been with race relations, although some of the founders dreamed of making the agency principally one of regional development. Recently, we have tended to move more in that direction as integration (or, at least, desegregation) is accepted per se, but which cannot become fact until such areas as housing, education and employment are changed or improved generally. (See the Report of the Executive Director, 1965.)

The other requested materials are being sent.

The SRC and the NAACP have always had the closest working relationship. SRC's primary, formal role in this relationship has been to interpret (as a public friend) the role, intent and purposes, and the integrity of the NAACP and to try to document the need for change to take place. The contributions of the NAACP cannot be underestimated. Nor, can the soundness of its strategy be.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

Paul,

For separate mailing to Prof. Edmondson I've thought of the following -- are these adequate? (Check Collection as attached) MMT

1. Studies done by SRC dealing with Negro Education:

   a. NEXT STEPS IN THE SOUTH (which discusses the May 17, 1954 School Desegregation Decision)

   b. IF THE SCHOOLS ARE CLOSED... A Critical Analysis of the Private School Plan (Green-Gauerke)

   c. THE SOUTH AND THE SUPREME COURT'S SCHOOL DECISIONS (A Chronology) (Special Report)

   d. A BACKGROUN REPORT ON SCHOOL DESEGREGATION FOR 1959-1960 (Special Report)

   More currently:

   e. BLACK BELT SCHOOLS: Beyond Desegregation

   f. SOUTHERN SCHOOLS - TOKEN DESEGREGATION AND BEYOND (Kenneth Morland_)

Excellent!

4. Typical Attack on SRC:

   FIRING LINE ATTACK
   THE UGLY TRUTH ABOUT THE NAACP
   (An address by Attorney General Eugene Cook Before the 55th Annual Convention of the Peace Officers Association of Georgia in Atlanta)

   REP. DALE AEFORD's ATTACK ON DAISY BATES on HOUSE FLOOR - 1959 (and, of course, our defense as inserted in Congressional Record by Rep. Richard Bolling)

8. Background data on SRC:

   Origins and Aims as reprinted by Paul Douglas in Congressinal Record
   Policy Statement, 1951
   Jan. 1964 NEW SOUTH
   1965 Annual Report
   Current Board List.

ADDITIONAL MATERIALS AS REQUESTED IN LETTER:

CURRENT VEP NEGRO REGISTRATION STATISTICS
OCT. 1959 NEW SOUTH - with emphasis on pp. 8-13.

**UNIVERSITY OF WATERLOO**

waterloo, ontario, canada

department of political science

Aug. 4th, 1966.

The Executive Director,
Southern Regional Council,
63 Auburn Avenue,
ATLANTA 3,
Georgia, U. S. A.

Dear Sir:

I have previously written to your office for various pieces of research materials which I have found very useful in my current research. This time I am writing a more demanding letter on some specific matters which could be useful in this final stage of research.

Briefly, I am completing a doctoral dissertation on NAACP activities in the field of Negro education (1909-54). I am studying not only the NAACP's judicial campaign culminating in Brown V. Board of Education but also its lobbying activities regarding federal-aid-to-education, its representations to the Administration as well as to party organizations, its publicity activities, and its relations with other groups involved in the race question. The latter two areas of interest explain my reason for writing you in the hope that you (or some other S.R.C. official who was actively involved in the pre-1955 activities) might be able to shed some light on some specific areas:
1) Can you furnish some examples of any of your special studies which dealt with the question of Negro education? (I am here interested in the publicity value of studies conducted in this field independently of the NAACP.)
2) To what extent did the NAACP, in planning its educational campaign strategies, rely on your research facilities or materials?
3) Conversely, to what extent (if any) did your organization rely on NAACP research facilities or materials, especially those dealing with legal aspects of the race issue?
4) To what extent did your organization aid in publicising NAACP activities and how was this done?
5) Was any financial assistance given to the NAACP Legal Defense and Educational Fund?
6) To what extent was their an overlapping membership among senior personnel in your organization and the NAACP? (Apart from any general comments on this question a few illustrative examples would be helpful.)

.....cont'd.

The Executive Director,
Southern Regional Council.....cont'd.

7) Were there any formal regularized, or alternatively ad hoc , links with the NAACP National Office?
8) Please provide some background data on the purposes, and (pre-1955) membership growth, of your organization.

I really would appreciate hearing from you on some (if not all) of the foregoing questions. Moreover I would be pleased to receive any other comments you might wish to make concerning your organization's relations with the NAACP.

Yours very sincerely,

Locksley Edmondson

Locksley G. E. Edmondson,
Assistant Professor.

LGEE/cs.

P.S. Please kindly arrange for the following to be sent to me:
a) Most recent statistics on Negro voter registration in the South,
b) "A chronology of principal cases on segregation (1878-1959) and their disposition" New South, October 1959, pp. 8-13 (or an updated version, if available). Please bill me.

File

# SHAW UNIVERSITY

RALEIGH, NORTH CAROLINA 27602

October 4, 1966

OFFICE OF DEVELOPMENT
AND PUBLIC RELATIONS

10/6/66

File Elmers, Gen.

Mr. Paul Anthony
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Ga.

Dear Paul:

I appreciate your letter of congratulation when I assumed my new duties as Vice President for Development at Shaw University.

Ken Dean of Mississippi spent the night with me Sunday. He was on his way to Roanoke Rapids, North Carolina, as a member of Ford Foundation's team to investigate and evaluate the war on poverty in that area. It sounds as if Dean has found his way around in national circles. What about Mississippi circles?

I was in Atlanta for a conference on September 23 and 24, and called your home three times only to get no answer.

Give my regards to Vernon Jordan and the ex-Alabama Director, now having become a big chief.

Come to see us when you are in North Carolina.

Sincerely,

Happy

Heslip Lee
Vice President for Development

HML:lwl

MEMBER UNITED NEGRO COLLEGE FUND

File — Friends, gen.
Cr. ref.
Materials file
"Mailing Lists"

MEMORANDUM October 26, 1966

To: Bernice Cook

From: MMJohnson

Bernice,

Please send to Dr. M. A. F. Ritchie one copy each of the winter, spring, and summer NEW SOUTHS along with the attached 1965 PROGRAM REPORT. (Lebel attached)

thanx, mmj

NOTE! Be certain to see that there is a subscription blank for NEW SOUTH included in the mailing.

SEPARATE MAILING: winter, spring, summer NEW SOUTHS
1965 Program Report

October 26, 1966

Dr. M. A. F. Ritchie
President
Pacific University
Forest Grove, Oregon

Dear Miller:

How very thoughtful of you to write, and how good it is to hear from you.

Yes, as of last October 1st I am the Executive Director of the Council; living proof that if you stay around long enough they either have to kick you out or up!

During the past year we have expanded substantially into a number of program areas relatively new for SRC. These include, for instance, work in urban planning and prison reform. Under separate cover we are sending you several copies of our new quarterly, New South, and a copy of the director's report for last year. I'm certain it's more words than you'll want to read, but near the end it does include a summary of the new programs and projects we have undertaken.

I see very little of the University of Miami crowd, except for Franklin Williams who continues to serve on our Executive Committee. Ed Lewis, whom you may remember, worked with us for awhile, but has now returned to Miami. I do see Fred frequently, since he is still in Washington and I get to that city more often than I would like.

Again, thank you for writing. Should I ever get anywhere near Oregon I will certainly make it a point to come by for a visit. I hope the same applies on any schedule you have for the South.

With every good wish,

Sincerely,

Paul Anthony
Executive Director

PA/mmj

Rec'd 10/24/66

(3)

Pacific University

FOREST GROVE, OREGON

OFFICE OF THE PRESIDENT

October 18, 1966

Mr. Paul Anthony
Executive Director
Southern Regional Council
63 Auburn Avenue, N.E.
Atlanta 3, Georgia

Dear Paul:

This evening in my study I was looking through last Sunday's New York Times Book Review Section. I noted an interesting book title, The Children of the South by Margaret Anderson. Under it I noticed the comments of several people on the book, including John W. Silver, Harry Goldin, and Paul Anthony.

Of course, I was delighted to note your name, what you had to say, and that you are the Executive Director of the Southern Regional Council. I remembered that you were working with the Council, but did not know what had transpired in more recent years.

I am sure that the work of the Council is in good hands with you as the Executive Director. Of course, I continue to regard it as one of the most responsible agencies in the whole field of intergroup relations.

Naturally, I am always delighted to hear from or about former University of Miami students. From time to time I hear from Bryce Dunham who was for several years Dean of Students here at Pacific and then returned to the University of Miami where he is now Assistant to the President. Jerry Reese whom you remember is here at Pacific as Dean of Admissions.

I enclose a reprint from The Oregonian which gives some idea of our old, private University. We have approximately 1100 students from about 36 states and 18 foreign countries. We have perhaps ten per cent Oriental and quite a nice group of Negroes, several from Africa and the rest from the United States. Our faculty is multi-racial also, Orientals having served on our faculty for some time and two Negroes being employed this year.

Mr. Paul Anthony October 18, 1966

I have continued to be active in the NCCJ and currently serve as the Oregon Presiding Chairman. This summer we held our sixth consecutive workshop in intergroup relations.

If you have opportunity to get to the Northwest be sure to come to see us. Fred Routh visited us here several years ago while he was with NAIRO. Since then I have lost track of him. Fred is not the best correspondent in the world. I assume he is still in some type of intergroup relations work.

From time to time I have heard from Mike Mescon and sometime ago received an autographed copy of his last book.

Dan Dodson and I correspond occasionally and I have seen him a time or two in New York since coming West.

If you have a publication which gives some idea of the current work of the Southern Regional Council, I'd be glad to see it. For several years after going to New York State I continued to receive the bulletin of the Council, but unfortunately did not continue my subscription after coming to Oregon.

Warmest regards from the West.

Sincerely,

Miller

M. A. F. Ritchie

encl.

Reprinted from THE SUNDAY PORTLAND OREGONIAN, AUGUST 14. 1966

# Academe's Changing Face: Pacific University Charts Future

By John Painter Jr.
Staff Writer, The Oregonian

FOREST GROVE (Special) In an era of cutthroat collegiate competition for grants, gifts and bequests, can a Lilliputian university in a small town in a sparsely populated state hope for a reasonable piece of the economic pie?

If Pacific University in Forest Grove is used as a yardstick, the answer must be an unequivocal yes.

In the past five years, the Congregationalist - related school has raised more than $5.5 million to finance improvements ranging from a new student union to a revised music curriculum to a modern new optometry college.

The new facilities and curriculums are but half the fruits expected to come from the university's 10-year, $10 million development drive which got rolling in 1962.

And although there never has been so much money flowing from federal, corporate and private coffers to higher education, a small university must still scramble to get its share of the largess.

Thus far, Pacific U. has been remarkably successful in its search for uncommitted funds.

**Donations Gain**

Since 1959, the school has increased annual donations from alumni from $7,000 to $46,000, while also bettering the national average for the percentage of contributing alumni.

Too, the university has actively sought federal grants and loans and has encouraged corporate and individual gifts.

Unlike some colleges, however, Pacific U. has not earmarked all its developments funds for visually impressive capital improvements.

To be sure, the school's wooded, 41-acre campus is changing — to the degree in fact, that even recent grads would have difficulty recognizing it.

Among the contemporary buildings on campus are the student center, Washburne Hall; the Walter Hall women's dormitory, a new dormitory to be occupied this fall, and the still abuilding Optometry College.

To come are a men's dorm across College Way from the main campus, a science building, a music building, a library on which construction will start this fall, a physicial education structure to be built off campus across Cedar Street and alterations to a number of existing buildings.

**Faculty Improves**

Although this ambitious construction schedule will take a considerable chunk of the university's development funds, attention also is being given to the school's faculty and curriculum.

According to Pacific President Miller A. F. Ritchie, beginning salaries for senior professors have increased 75 per cent from 1958 to 1966. Furthermore, the school started in 1966 a leave-for-study program with full pay for one semester for younger faculty members. A similar program was established for administrators. For many years Pacific has had a sabbatical program for professors on tenure.

The quality of the faculty also has been improved. Though the number of doctorates on a campus is not necessarily a reliable indicator of academic performance, it nonetheless gives some hint of a school's quality. Since 1960, Pacific has increased its total of professors with doctorates from 23 to 34. And the quality of non-doctorate teachers also has been upgraded, Ritchie said.

Academically, Pacific has taken steps toward providing a better education for its students. A curricular change in the College of Optometry increased the requirement for an O.D. degree from five to six years. Changes in the Music School curriculum now enable the school to meet the requirements of the National Association of Schools of Music.

**Study Planned**

This fall, the university will continue a study of its College of Arts and Sciences curriculum under the guidance of Dr. Lewis Mayhew, Stanford University professor of higher education.

In all, Pacific University has come a long way since its days in 1848 as an orphan school in the Oregon Territory. Actually, the school dates its birth from 1849 when it was chartered by the Territorial Legislature as Tuality Academy.

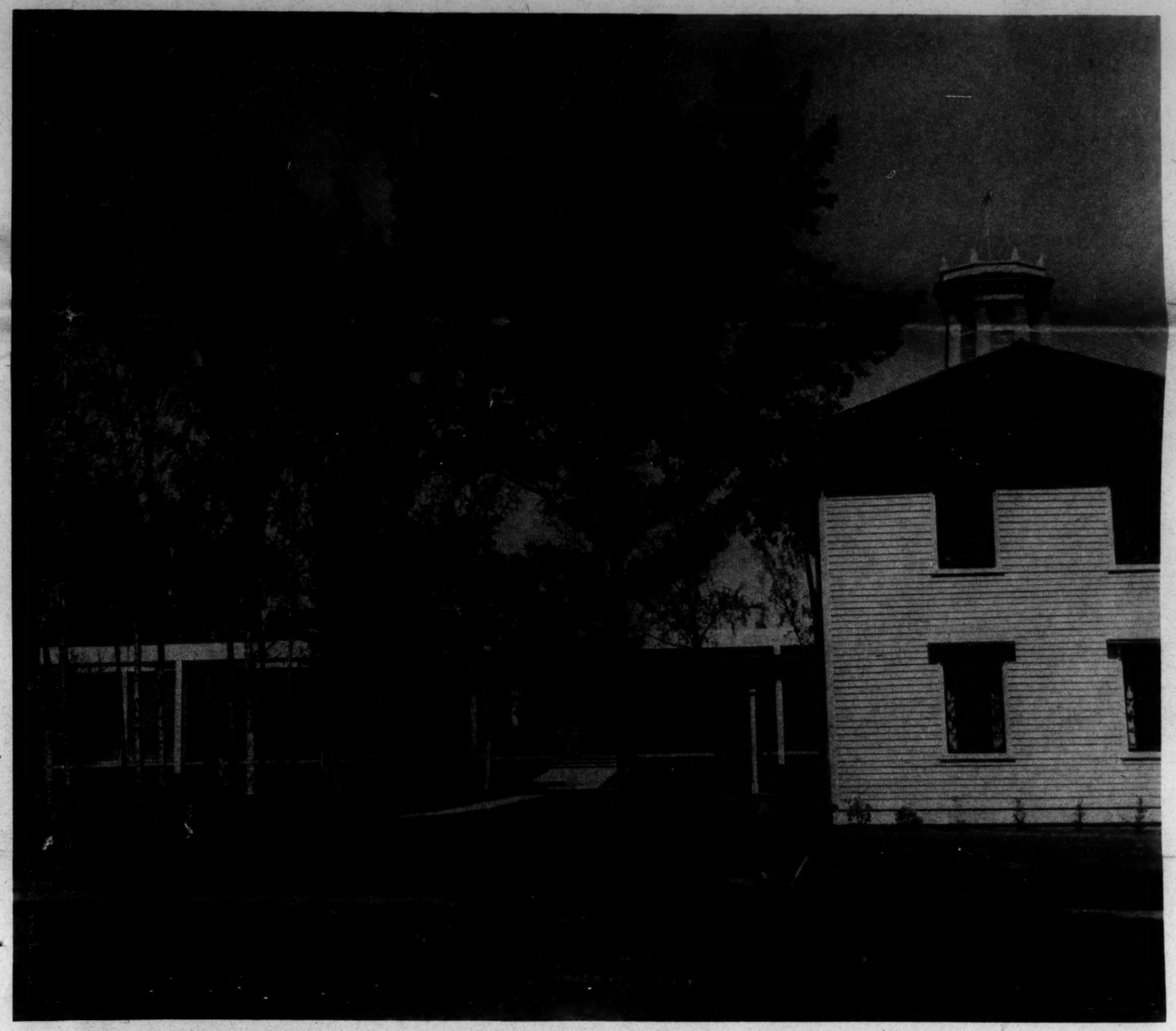
In 1854, it was granted a collegiate charter and changed its name to Tualatin Academy and Pacific University. In 1914, the academy was dropped and the institution became Pacific University.

And although the university has grown from a handful of students to more than 1,000 collegiates, it still makes efforts to retain and nurture the sense of community possible only in a small college.

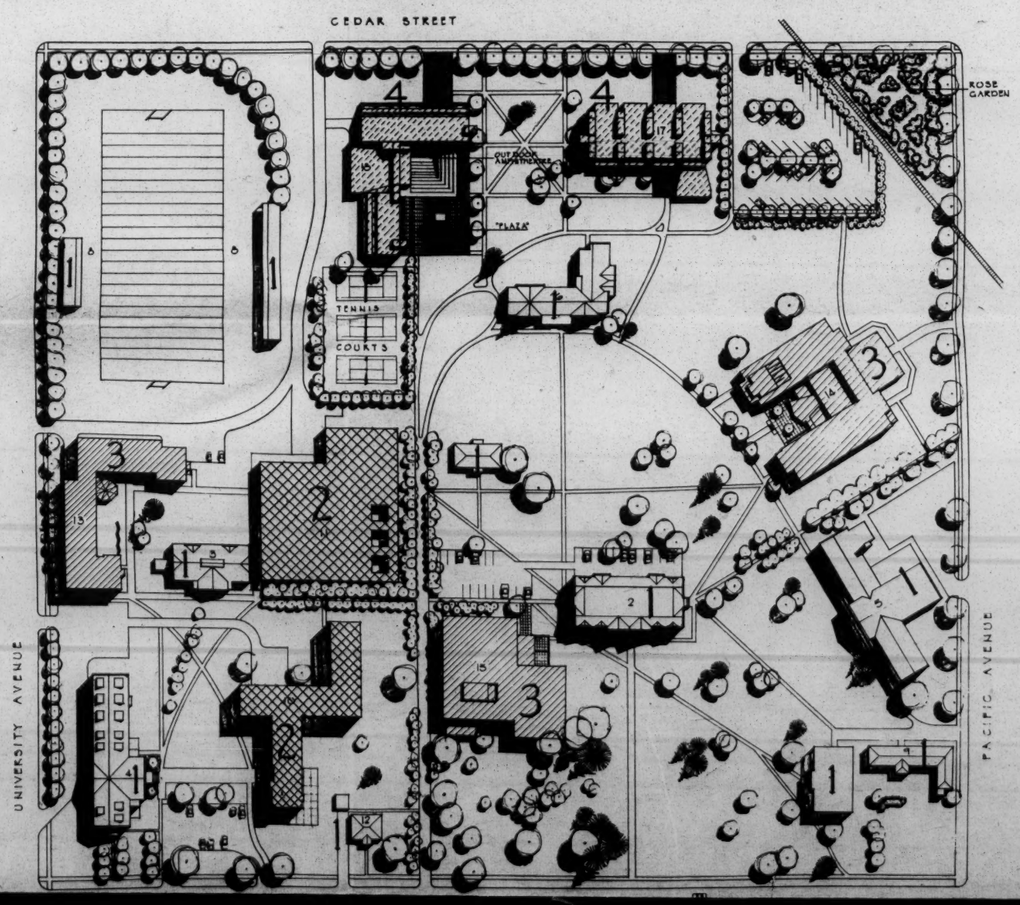
As president, Ritchie is taking pains to ensure that the university does not outgrow its environment; Forest Grove does not need or want a Berkeley.

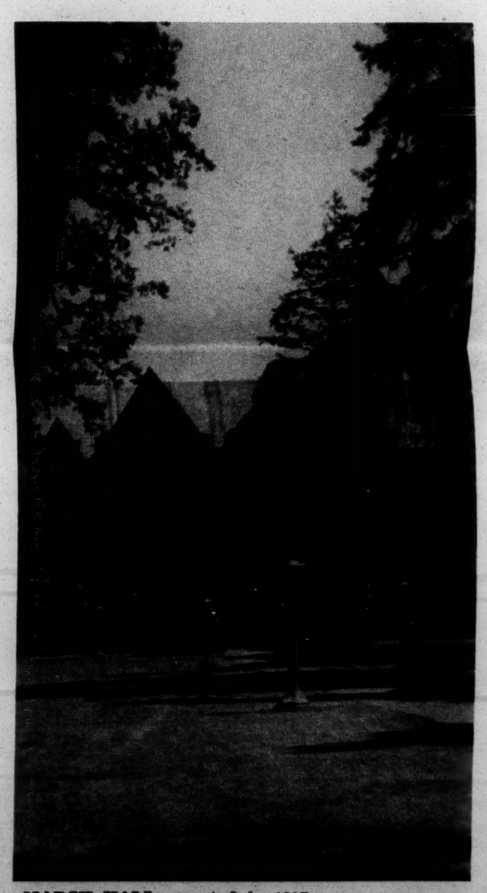
Thus far, despite its ambitious development plan, Pacific University has succeeded in continuing to play the educational role in the community originally intended by its founders.

And, at the same time, it has managed to hold its own in the dog-eat-dog money battle among colleges.



**OLD AND NEW stand in contrast on Pacific University's oak and birch shaded campus. Old College Hall (right) was erected in 1850, houses chapel and museum. Washburne Hall (background) opened in 1964 as college's student center.**



**MARSH HALL, erected in 1895, now serves as combination administration-classroom building**

funds.

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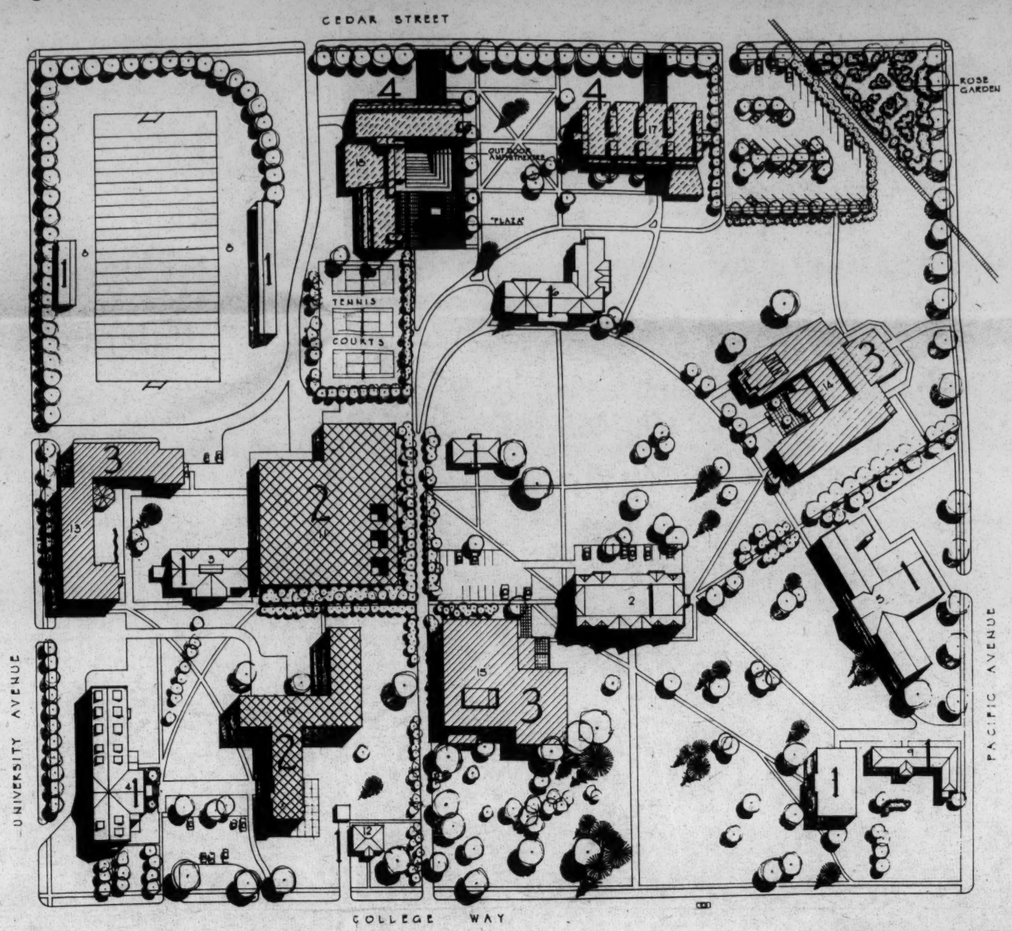
**OLD AND NEW stand in contrast on Pacific University's oak and birch shaded campus. Old College Hall (right) was erected in 1850, houses chapel and museum. Washburne Hall (background) opened in 1964 as college's student center.**

**LIBRARY is visible across shaded campus from main entrance to Pacific University. Inadequate library will be replaced by a new building to be named after Pacific graduate Harvey Scott, who was the editor of The Oregonian from 1865 to 1872 and from 1877 to his death in 1910. Library will open sometime during 1967.**

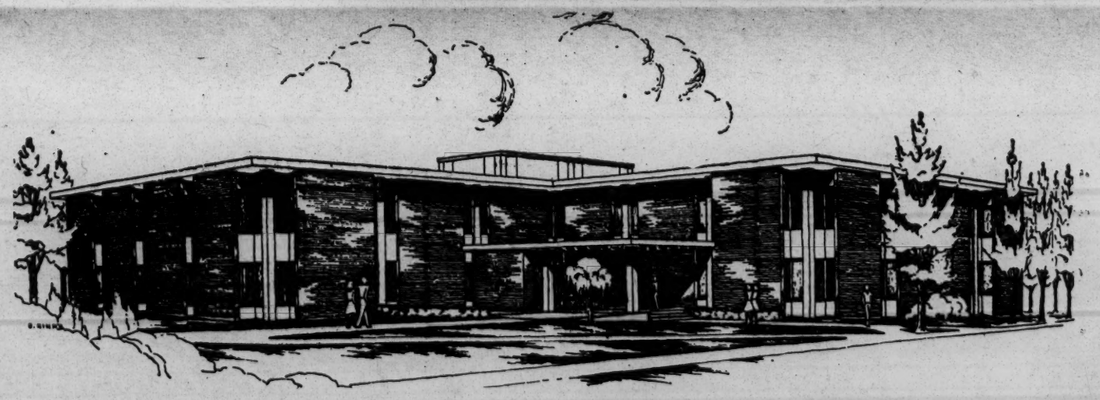



**MAP shows changing face of the campus. Numbers (1) are existing old buildings; (2) completed new buildings; (3) facilities to start or under construction; (4) planned structures. Not shown are a men's dorm and a physical education building planned off campus across College Way and Cedar Street.**

**MARSH HALL, erected in 1895, now serves as combination administration-classroom building for the growing university (Painter Photos)**

**CONSTRUCTION CHAOS will soon disappear as Pacific University's College of Optometry is completed this. fall New facility is the result of succeessful fund raising drive and a Health Facilities grant of nearly $300,000. The school hopes to raise $10 million in 10 years.**

**WHITE BIRCHES shade walkway leading from the university administration building to the student center and dormitory area. The 41-acre campus is still pleasantly natural despite the school's recent boom in construction. Officials take pains to preserve the trees, greenery, and expanses of shaded lawn.**



**ARCHITECT'S perspective shows approximation of the university's latest building project, the Harvey Scott Library. Designed by Dukehart & Kinne, the building will be located adjacent to the newly completed student center. The library is scheduled to open sometime in 1967 academic year.**

file
all. Unid - gen.

November 3, 1966

Dr. C. A. Bacote
Atlanta University
Atlanta, Georgia

Dear Dr. Bacote:

Thank you very much for the interesting and valuable analysis of the Atlanta election.

Allow me to repeat my invitation of yesterday. I do hope at another date you will have an opportunity to come by and visit with us, and particularly to get to know the research staff in our Voter Education Project.

Best wishes.

Sincerely,

Paul Anthony
Executive Director

PA/km

File Friends - Gen.

Mr. R. th
rtd to PA

February 21, 1967

Dr. M. A. F. Ritchie
President
Pacific University
Forest Grove, Oregon

Dear Miller:

Thank you so much for your good comments about our Annual Report and the work of SRC.

I do wish when you had to travel from Miami to New York you could do more than fly over. Certainly we would be delighted if you could come by for a visit.

Every good wish.

Sincerely,

Paul Anthony
Executive Director

PA/km

R file
Thanks - gin

March 29, 1967

Rutgers University Press
Rutgers University
New Brunswick, New Jersey

Dear Sirs:

We very much would like a copy of the following book: Fund Raising in the United States: Its Role in America's Philanthrophy, by Scott M. Cutlip. Would you be kind enough to forward one copy to us and bill us for the same?

Sincerely,

(Mrs.) Mildred M. Johnson
Secretary to the Director

MMJ

File
Shaw or
Univ's Gen.

June 6, 1967

Mr. Heslip Lee
Vice-President for Development
Shaw University
Raleigh, North Carolina

Dear Happy:

Thanks for your note and the several pieces of interesting information.

I will be more than willing to keep your employment interests in mind. About the only think I can think of is Field Director, but I'm not about to let Ed Stanfield get paroled yet. However, I will keep you in mind. (I hope your passing this information on does not mean that you are not pleased with things at Shaw.)

Best to Laura.

Sincerely yours,

Paul Anthony
Executive Director

PA/mmj

# MEMO

FROM THE DESK OF HESLIP LEE
Vice-President For Development

Dear Paul,

One of these days I want to work for the Southern Regional Council. I suppose there are quiet a number of others who do also. But, I'm in no hurry to change positions but would like for you to know of my desire.

I am enclosing two things that I have just written and a copy of a newspaper clipping of my extra-curricular activities!

I shall keep in touch and let's see how things go.

If I'm too far off base, you can let me know about future employment.

## Job Policies Reviewed

# N. C. Rights Body Holds Fayetteville Sessions

RALEIGH, N. C. — Heslip M. Lee, vice president for development at Shaw University and acting chairman of the North Carolina Advisory Committee to the U. S. Commission on Civil Rights, announced this week the completion of two days of closed meetings conducted by the Advisory Committee in Fayetteville.

The body met in the Cumberland County seat to review employment policies and practices of the federal, state, county and city governments of Fayetteville's metropolitan area.

**A TOTAL** of 35 citizens were heard, including representatives of 15 agencies, and 11 complainants or persons offering information.

"One of the reasons influencing the Committee's decision to look at employment practices of public agencies," said Mr. Lee, "was the feel-

**(See N. C. RIGHTS, P. 2)**

# N.C. Rights Body Holds Fayetteville Sessions

**(Continued from Page 1)**

ing that such agencies should take the leadership in providing equal employment opportunity."

**MR. LEE** continued: "Fayetteville was selected as the site of the meeting because the Fort Bragg military reservation, one of the largest employers in North Carolina, is located near there."

The Committee will submit a report of its findings to the U. S. Commission on Civil Rights in Washington. Accompanying this report will be recommendations for federal action.

Others members of the State Advisory Committee are: Asa T. Spaulding, president, N. C. Mutual Life Insurance Company,, Durham; Millard Barbee, Durham; W. J. Bowser, Fayetteville; Dr. G. McLeod Bryan, Wake Forest College professor, Winston - Salem; Junius Chambers, Charlotte, attorney; Dr. Samuel E. Duncan, president, Livingstone College, Salisbury; Joseph B. Chesire, Jr., Raleigh attorney.

Also LeMarquie DeJarman law professor, N. C. College, Durham; the Rev. W. W. Finlator, pastor, Pullen Memorial Baptist Church, Raleigh; Mrs. Sarah W. Herbin, field representative, N. C. Fund, Durham; Dr. Robert L. Holt, vice president, East Carolina College, Greenville; Robert T. Kimsey, Jr., N. C. School of the Arts, Winston - Salem; Francis E. Stewart, Statesville; and Curtiss Todd, attorney, Winston-Salem.

File Universities, Gen'

Separate mailing: Hungry Children, Welfare Report, New South

May 14, 1968

Mr. Tom Ledbetter
Research Assistant
School Planning Laboratory
College of Education
The University of Tennessee
Knoxville, Tennessee 37916

Dear Mr. Ledbetter:

Enclosed is a list of our publications, some of which might be of value to you in your summer program. We will be happy to send you copies of any you designate.

Under separate cover we are sending you several documents which might be of particular interest to you.

Sincerely,

Paul Anthony
Executive Director

PA/mmj
Enclosure - 1.

SPL

**SCHOOL PLANNING LABORATORY**
**COLLEGE OF EDUCATION**
**THE UNIVERSITY OF TENNESSEE**

*Knoxville, Tennessee 37916*

*Southeastern Regional Center for Educational Facilities Laboratories, Inc.*

May 8, 1968

Mr. Paul Anthony, Exec. Director
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Mr. Anthony:

We are preparing a paper on programs for the disadvantaged in various colleges. This paper will be used in an institute here this summer. We understand that your institution has such a program, and we would like to have any information you could furnish about your program including research.

Your consideration and assistance will be appreciated.

Sincerely,

Tom Ledbetter

Tom Ledbetter
Research Assistant

jbf

CROSS REFERENCE SHEET

NAME

Universities - General

REGARDING

Letter from Prof. Battenfeld of Keene State College of the University of ~~Nexx~~ New Hampshire regarding formation of Human Relations Council

DATE

May 14, 1968

SEE

(NAME OR SUBJECT)

"BA" General

See Minorities General

August 14, 1968

Mr. Joel Rosenthal
Graduate School Research
Texas Southern University
Houston, Texas

Dear Mr. Rosenthal:

We have done no formal follow-up on our Orangeburg study, though we have had visits from several people from there since then. The Community Relations Commission of the Justice Department did become interested in the Orangeburg situation and I believe the staff person who was responsible for this is Mr. Robert Hughes of the Atlanta office. I am sharing your inquiry with Mr. Hughes, and know that he will be in touch with you if he can provide further information.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

December 4, 1968

Dr. Herbert Hamsher
Department of Psychology
University of Rochester
River Campus
Rochester, New York 14627

Dear Herb:

It occurs to me that there are a number of resources in the Atlanta area which would be of value in the University's effort to further determine how to effectively increase the enrollment of Negro students in graduate programs. Among these are:

1. The Southern Regional Council. Such resources, records, and experience as we have here are at the University's disposal.

2. The Southern Education Foundation has both financed and participated in a number of programs in this area. I am certain we could arrange with Dr. John Griffin, the Foundation's director, to have him talk with a representative from the University.

3. The Southern Regional Education Board has conducted similar programs and has similar experiences. I think it would be particularly helpful to have a conversation with Dr. Lionel Newsom, who has just completed a very thorough study of Negro colleges in the South. Again, I am sure we could arrange Dr. Newsom's cooperation.

4. In terms of academic leadership Dr. Vivian Henderson, President of Clark College here in Atlanta, is perhaps the outstanding president of a Negro college in the South. His full cooperation, too, could be assured, and I think would be extremely helpful.

4. The Emory University Law School for three years had conducted a very effective program of recruiting Negro college graduates who do not qualify by the normal Emory standards. They have developed a small remedial program and the results with the student recruited and trained have been excellent. Here, again, I am sure we could arrange for detailed discussions with Professor Michael DeVito of the Law School.

Again, we would be more than happy to offer the University any assistance possible both from this office or in arranging cooperation with the above or other possible sources.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

RECEIVED
FEB 19 1954
Southern Regional Council

February 16, 1954

Professor Jay W. Murphy
University of Alabama School of Law
University, Alabama

Dear Professor Murphy:

The Southern Regional Council is planning to undertake in the Southern States a study of the effect, if any, of race in the imposition of sentences in the state courts. The impression is very generally held that the race of a defendant is a factor, conscious or unconscious, in the sentence which he receives. If the defendant is a white man his sentence may differ materially from the sentence imposed upon a Negro for the identical offense. Particularly it is felt that there is this discrepancy when members of the two races are involved in the same crime.

These, of course, are mere impressions gleaned from headlines. If these impressions are incorrect, they should be removed from the public mind; if they are correct, steps should be taken to remove the inequalities.

Obviously, the first step is to determine the facts. We therefore propose to setup, a commission of Southernors of both races and being men and women of sufficient distinction and reputation to give their conclusions public acceptance and respect.

The commission will have to rely upon others to assemble the data for its analysis and upon which its conclusions will be based. We propose to enlist the aid of the deans of four Southern law schools who will assign a capable student from each of the schools to make some study of the facts.

As far as we have gone in our consideration of the matter is to feel that each of the schools should make studies of discrepancies or the lack of discrepancies in sentences of white and Negro offenders in four categories of crime:

(1) Homicide
(2) Felonous Assault
(3) Sex offenses
(4) Crimes against property, such as theft, larceny, burglary, etc.

We would propose that the students cover a certain definite period of ten to twenty years and cover three or more cities and three or more rural counties. It is hoped that this spot-checking will be sufficient to indicate trends through the Southern region.

We would be in position to pay the students $200 each for the preparation of a paper acceptable to his dean. We would hope to supply the four students with detailed questionaires to guide their research and to make the results uniform.

The student would be left somewhat to his own devices as to the procedure he will follow. Apparantly, however, he should examine the files of local papers in order to get names and races of offenders and then examine records at the courthouse showing the ultimate disposition of the cases involved.

We hope that the foregoing will be sufficiently clear to enable you to determine that the enterprise would be worth the cooperation of yourself and your law school. Upon receipt of assurance from the four deans that they will participate in the project, we plan to convene the commission for the purpose of drafting complete questionaires and instructions for the guidance of the students. Since the summer months will be the ideal time for the students to undertake the investigation, it is important that we have now the sanction of the deans and, in advance of June, the

final draft of instructions by the commission. We would hope for all papers to be submitted by a deadline of September 1. We would hope further that the papers prepared by each of the students should be found worthy of publication in the official law journal of his university.

For what it may be worth the writer's view is that there is very little, if any, of conscious corruption in our courts. Such discrepancies as may exist will be found to flow from an unconscious bias arising from the background and early conditioning of the judge. He is, no doubt, unaware of the extent to which his judgment may be swayed. If it could be made clear to him from an analysis of the records that, like all the rest of us, he is influenced by his condition, he will be quick to revise his practices.

Will you please advise me as promptly as possible whether or not we may rely upon your help. We feel that the enterprise will have value for the students, the law schools involved, and the administration of justice in the Southern states.

Yours very truly,

SOUTHERN REGIONAL COUNCIL

by_____
President

MAW:MRM

Sent to Alabama
Wake Forest
Vanderbilt
Texas

March 25, '54

Dear Hal, Lewis

Flattered, and delighted to accept. Will be on hand, for 1 PM and probably well before, June 17, '54, to do map for summer school.

I think we have some chance of getting an opportunity to grow and do more; I hope so.

Sincerely,

George S. Mitchell
Executive Director

RECEIVED
MAR 21 1954
Southern Regional Council

UNIVERSITY OF FLORIDA
GAINESVILLE
COLLEGE OF EDUCATION

March 17, 1954

Dr. George S. Mitchell
Southern Regional Council
63 Auburn Avenue, N.E.
Atlanta 3, Georgia

Dear George:

It seems a little presumptuous for me to address you as George. On the other hand, Dr. Mitchell sounds very formal and cold and Mr. Mitchell seems equally so.

We have $100.00 for a speaker for the University lecture series on June 17, Thursday, at 1 p.m. Would you be available and willing to address the students of the summer school for this amount at that time? The reason we have to be so specific about the time is because it is one of a series which occurs the same time every week, and June 30 is the end of the fiscal year, therefore, the money must be spent before then. Our committee was unanimous in its desire to bring you back to the campus and I sincerely hope that you will be able to come.

You told me sometime ago that you were going to get a new speech. I am not sure that that is a good idea. Unless you can incorporate the best features of the old one into a new one, I think I would vote for the old one.

Best regards to you and best wishes for the success of your work,

Sincerely,

Hal G. Lewis

HGL/lm

Hal G. Lewis, Member
of Lecture Committee

Haines City, Fla.

April 10, '54

Dear Hal, Lewis

Seventy-five bucks is a plenty. Be glad to get a couple of new members in addition, but don't have to.

Still on my calendar for June 17.

See you,

GSM

RECEIVED
APR 8 1954
Southern Regional Council

UNIVERSITY OF FLORIDA
GAINESVILLE

COLLEGE OF EDUCATION — 3261

April 5, 1954

Dr. George S. Mitchell
Southern Regional Council
63 Auburn Avenue, N.E.
Atlanta 3, Georgia

Dear George:

When the time came for the University Lecture Committee to approve the $100.00, they reneged and cut us to $75.00. The University Lecture Committee has not heretofore given us any financial support for the summer school lecture series, hence they probably feel that $75.00 is being generous.

I am embarrassed to ask you if you will come for that but this seems the only thing that I can do. If you will come, I promise to try to get up at least part of the other $25.00 in subscriptions in memberships for the Council. At least I will pay my own dues, which are delinquent, and dues for my wife.

Best regards,

Hal G.

HGL/lm

Hal G. Lewis, Member
of Lecture Committee

Dear white - Extension 472

Univ. of Ala

August 23, 1956

HCF:

Somebody told me that the Alabama Law Review did a helpful article on "Can Public Schools be Private?" Author

Julia Cates

University of Alabama

August 23, 1956

HCF:

Somebody told me that the Alabama Law Review did a helpful article on "Can Public Schools be Private?" Author one James Murphy. Came out about the time of the Tuscaloosa troubles.

GSM/eab

January 28, 1957

Mr. David Kirk
University of Alabama
Tuscaloosa, Alabama

Dear Mr. Kirk:

Fred Routh said you called on January 26, 1957 requesting information concerning the Council and the address of the Alabama Council on Human Relations. Under separate cover, we are sending you information on the Council and a recent copy of our monthly publication, New South. The address of the Alabama Council is Room 1218 Comer Building, Birmingham 3, Alabama. The Rev. Robert Hughes is Executive Director of that organization.

If we can be of further aid, please do not hesitate to call upon us.

Sincerely,

John Constable,
Managing Editor, New South

JC:fc

COPY

THE SOCIETY FOR APPLIED ANTHROPOLOGY
N ew York State School of Industrial and Labor Relations
Cornell University
Ithaca, New York

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April 17, 1959

Professor Asael T. Hansen
Department of Anthropology & Sociology
University of Alabama, Box 2982
University, Alabama

Dear Professor Hansen:

We now have on hand the $2000 from the Fund for the Republic. If some of your people need to pay their transportation costs in advance, we can, of course, send them funds.

For our records, I think we should have all transporation stubs, hotel bills and other receipts for which reimbursement is asked. This will enable us to make clear to our auditor just how the money was spent.

Sincerely yours,

The maximum allowable is $150 for the trip

Marian D. Tolles (Mrs.)
Managing Editor

Professor Hart, SAA President reserved some time ago 9 beds at the Park Hotel in Madison. I haven't bothered to say there will be 10 with you. It can be arranged easily after I get there late Wed. Night.

May 2, 1959

Dear Symposiac:

I was startled to find this word in the dictionary. I like it. So, nine symposiacs will hold a symposium on Saturday morning, May 16, at the University of Wisconsin as part of the program of the Society for Applied Anthropology.

Our title on the printed program: Teaching Caste and Class in a Class-Caste Society. I had suggested race and caste, but maybe the title as published is better for publication. Of course, the concept of race will bulk large in our discussion. As I understand it, a set of fictions about the biology of race provides the prime rationalization for the Southern (and American) caste system. There probably will be some references to class. But teaching about class involves somewhat different "communication problems". Practically all Americans tend to try to deny the existence of class, as researchers on class have pointed out many times. Most Americans, on the other hand, recognize caste and believe to some degree in the biological fictions that support it. In the Deep South, what is called the "Southern Way of Life" seems finally to have shaken down to a defense of the caste system and of the myths that justify it. A "Way of Life" with only one tenet!

I am setting down some of my thoughts on the symposium. Fortunately in Madison we can confer at such length as maybe needed before we deliver the program.

I propose that the audience be given for their perusal before we start to talk:

(1) A clear statement of the topic, what it includes and excludes, and the "ground rules" for the discussion. It is off-the-record and is about the communication of certain information under varying conditions. I enclose a preliminary formulation for later editing by all of us.

(2) A brief "biography" of each of us, beamed to account for our being in the symposium. (It goes without saying that many other practicing anthropologists and sociologists have had experiences that would make them eligible to join us. We hope they do "join us" and each other in other meetings, in research, and in writing.) I enclose a suggested biography of myself. I can't find another copy

I assume that in Madison we can arrange to have duplicated any materials we want to distribute.

I think I have communicated to all of the program planners the important fact that if we are to report and compare our experiences frankly and freely, the publicity (if any) must be handled carefully and everything must be off the record. What we have to say, as I see it, is intended for the professional who is dealing with problems of communication about caste. William F. Whyte of Cornell (editor of the SAA organ, Human Organization) asked, when I talked with him by telephone, what I thought about having the session taped. My reply was that it would be fine, provided we knew what future use would be made of the recordings.

Quite properly the source of the funds that take us to Madison is interested in published report. In our discussions before symposium, we should think hard on the matter. It might be desirable or necessary to have a brief post-symposium huddle to make final decisions about publication.

In the symposium itself, again as I see it, we undertake to give a detailed down-to-earth report of our efforts to communicate to students (and to others) about caste in a situation where teachers and students have statuses in (or are fouled up) by the system that is being examined and presented. Masuoka will have a really special job to do.

I am sending along a preliminary statement of my own, covering some of the things I think I am beginning to learn as I try to teach caste. Your experiences will, I am sure, remind me of items I have overlooked and give me insights that have never occurred to me. Perhaps the symposiacs will learn more than anyone else. But it seems to me that members of the audience, as they listen in on us and eventually enter the discussion, may be led to "mind searching" that could be of utility in their diverse careers.

The grant that makes the symposium possible I learned about on Monday, April 13. I have had to keep on teaching and doing other things, sandwiching in work on our program as I could. So I am sending this letter now with such enclosures as I can get ready. Other items will be mailed as I get them ready within the next few days. All of you know who the other symposiacs are. Feel free to circularize any comments and suggestions you have. Or bring them to the Park Hotel in Madison.

Sincerely,

A. T. Hansen

ATH: jm

Enclosure

UNIVERSITY OF ALABAMA
College of Arts and Sciences
University, Alabama

RECEIVED MAY 12 1959

Department of
Sociology and Anthropology

Box 2982

May 9, 1959

Dear Symposiac: Fleming

Enclosed is a suggested statement to be edited by all of us, duplicated, and distributed to the audience. I wrote it as something to shoot at.

I recommend a heavy session on Friday, beginning at 9:00 a.m. to last as long as, need be.

Thursday night the Society for Applied Anthropology has a session: APPLIED ANTHROPOLOGY IN AFRICA. Concurrent is an address by Sol Tax, President of the American Anthropological Association, entitled: ANTHROPOLOGY AROUND THE WORLD. After the address, there will be a discussion.

The American Association of Physical Anthropologists is also meeting Thursday to Saturday. I haven't seen that program. In any case, I plan to hear Sol Tax and to participate in the bull session that follows.

Friday evening the AAPA holds a banquet in the Park Hotel to be followed by a smoker. Members and participants in the other society meetings are invited. I am ready to work all day Friday on our symposium, but I want to go to the banquet and smoker that evening. It will be the high point in the three-organization joint convention.

I enclose an SAA program. If you are not a member, you will be recruited. The grant from the Fund for the Republic says something like: For the travel of members of SAA in order to participate in such-and-such a program in Madison, Wisconsin. The dues are $8.00. Human Organization is the Society's organ.

At Alabama we have been trying to get a Department head. Other matters have fouled up my life so I haven't been able to compose the account of my own experiences with communication. I'll still get it to you if I can. If not, I'll have it with me in Madison.

Some tentative ideas of division of labor occur to me. Armstrong might bear down on W-N teaching; Messing on N-W or on contrasts between Georgia and Ohio situations; Parrish on his quite novel recent experiences, both in and out of classrooms; Smith on Deep South W-W teaching, though he has had extra-university experiences that might be brought in; Biddle on changes (if any) in classroom "climate" and communication as desegregation occurred. The career of Jones has been so varied that I hesitate even to suggest where he might concentrate. Masuoka's possible role has to be alluded to elsewhere.

Hans Hansen

But Armstrong called me that you had accepted

May 20, 1959

Professor Asael T. Hansen
Department of Anthropology and
Sociology
University of Alabama
P. O. Box 2982
University, Alabama

Dear Hans:

Mindful of my commitment, I enclose my check for $8.00 to cover dues in the Society for Applied Anthropology. I still think you are debasing the standards by admitting a non-social scientist like me, but maybe this down-grading effect can be overcome.

Quid pro quo, following are my expenses. Unfortunately, the only voucher I have is my plane ticket, which is enclosed.

| | |
|---|---|
| Airplane fare (Atlanta to Madison & return)..... | $116.93 |
| Taxis and airport transportation... | 6.15 |
| Meals (Including banquet) ..... | 12.35 |
| | $135.43 |

You deserve everyone's thanks and congratulations for arranging the panel, and I greatly

enjoyed being with you. If I can be of any assistance in whatever follow-up is agreed on, feel free to call on me.

Cordially,

Harold C. Fleming
Executive Director

HCF/mf
Enclosures- 2 (Check, $8.00; airline voucher)

CROSS REFERENCE SHEET

NAME OR SUBJECT:

Foreman, Paul

REGARDING:

HCF's participation in Annual Meeting of SSSP - New York
August 26 and 27, 1960

(SEE)
NAME OR SUBJECT:

"Society for the Study of Social Problems"

August 9, 1961

Mr. Vukan Kuic
Bureau of Public Administration
University of Alabama
University, Alabama

Dear Vukan:

Thank you for the reprint of your article, "Theory and Practice of the American Presidency." I remember very pleasurably the occasion when we shared a platform, and I have several times wondered what you were doing about publishing your paper. I am very glad to see it in print and by virtue of the revisions, to see that you continue to think of these problems; though I really don't think your paper needed to be improved.

Please give my regards to Walter Bennett.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/sm

Memo from JACK MINNIS

2-26-63

Les:

I realize that any criticism I have of Strong's paper stems fromdisagreement with his approach to thestudy of politics and that, therefore, such criticism must be a cloak for the internecine warfare that goes on constantly in the discipline. With this understanding, heregoes.

I do not see that Strong's paper adds anything to our understanding of the problem of non-participation by deprived groups, or of the role of the federal government in the solution of that problem.

I do not agree that, either historically or currently, registration has been primarily a set of tools for maintaning the integrity of elections. I see registration as the machinery which draws the line between what elements of the society will be franchised, and what elements will not be. I do not deny that in many cases the registration machinery, in effect, erases such lines. In those cases, I think, it becomes what Strong describes--but only in such cases.

Strong's paper is basically descriptive, I think, and this makes me uncomforatble. Description of such emotionally laden and value-loaded subject-matter is bound, at points, to imply causation. When the problem of causative analysis is not faced squarely, these implications tend greatly to oversimplify the nature and the number of factors which any adequate analysis would have to deal with. Thus, on pages three and four, when Strong deals with the supposed causative factors involved in Negro apathy and

Memo from JACK MINNIS

indifference, he mentions the standard fadtors of low income and inadequate education. Actually what he has done is rephrase the question but he presents the rephrasal as an answer. It is by no means clear that he isaware of this and I think the presumption is that he is unaware of it. Then he compares the position of newly enfranchised Negroes with the newly enfranchised women of the 20's and suggests that low participation must be eliminated by developing political consciousness. One would suppose that there is a connection between political consciousness and income and education, for the women as well as the Negroes. Yet Strong does not present it this way. Furthermore the voting behavior studies have provided substantial support for thethesis that there is no such thing as one "political consciousness" and that the content of an individual's political consciousness, the politics he is aware of, is directly related to the strata of income and education of which he is a part.

At a number of points, I think, Strong's paper is open to criticism similar to the above. I shall not burden you with any more of them.

I do think that a major fault of the paper is the apparent assumption that political considerations have nothing to do with the civil rights activities of the justice department. Strong seems to imply that the provisions of the Civil Rights ACts of 1957 and 1960 will automatically be implemented by the department and that the sheer volume of work is responsible for the seeming lassitude of the department. I doubt that this is an adequate way of appraising the

*Memo* from **JACK MINNIS**

role of the federal government in the civil rights movement.

I don't quite know what you mean by could we use him? I feel that his doubtless encyclopedic knowledge of and familiarity with southern politics and institutions would be invaluable, even though I don't agree with the way he organizes and presents and concludes from such knowledge.

Minnis

*Memo* from **STAIGE BLACKFORD**

2/22/63

Les,

I've read Donald Strong's paper on "Federal Civil Rights Legislation and the Right to Vote," and I was very impressed by it. His style is clear and concise; his analysis of a complex problem could hardly be improved upon; and his conclusions are, it seems to me, sound and sensible.

I'm not sure what you mean about using Strong, but if you mean as a VEP staffer or consultant, I'd say he seems like a mighty good man to have on your team.

--SDB

February 22, 1963

Professor Donald S. Strong
Department of Political Science
University of Alabama
University, Alabama

Dear Don:

First, my earnest apologies for not having written sooner, but it has been a pretty hellish month.

I read the paper with real enjoyment. Fortunately, it arrived in time for me to read it before going to Notre Dame for a conference on civil rights legislation. I am enclosing a copy of the preliminary memorandum which came from that conference, and which I think may interest you; several of us are unhappy that it got into the hands of Senator Douglas: it had been quietly handed to the President on February 12, and documentation of the latter half is to be handed over within a week or so. Personally, I am not sure a little bit of legislation wouldn't be a good thing, though I very much concurred all the way with the conference on its distaste for another voting bill in lieu of a legislative confrontation of issues, particularly schools.

I would like veyy much for us to work out an association. Let me have a couple others here read your paper (Wiley Branton already has, and liked it) and get back in touch with you fairly soon. I believe that we sent you a copy of the research statement we have just prepared regarding our Voter Education Project. But, just to make sure that you have it, another copy is enclosed.

Do you see any way that you might tie in with any part of that statement of plans?

With all good wishes,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj
Enclosures: 2.

UNIVERSITY OF ALABAMA
COLLEGE OF ARTS AND SCIENCES
UNIVERSITY, ALABAMA

DEPARTMENT OF POLITICAL SCIENCE

January 29, 1963

Leslie W. Dunbar
Executive Director
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Leslie:

I wonder if you people are doing any research on the voting cases arising in the lower federal courts under the Civil Rights Acts of 1957 and 1960. In Pittsburgh a few months ago I read a paper entitled "Federal Civil Rights Legislation and the Right to Vote," a copy of which I enclose. The nature of the conference compelled me to introduce the subject with some elementary considerations and to keep the paper brief, but the material beginning with page nine indicates the type of research I have in mind. A fuller analysis of the federal court cases might result in a useful evaluation of the two acts.

If you people have any project going along this specific line, I should like to learn what you are doing or have published. If not, are you interested in offering financial support to encourage this type of research? In case you are, I would be happy to correspond with you about it.

Sincerely yours,

Donald

Donald S. Strong
Professor

mt
enc.

# FEDERAL CIVIL RIGHTS LEGISLATION AND THE RIGHT TO VOTE

by

Donald S. Strong

University of Alabama

A paper presented at the Conference on Election Administration, Pittsburgh, Pennsylvania, October 5 & 6, 1962

Registration is ordinarily deemed a device to improve the integrity of election administration. By providing each voting place a list of the qualified voters, it is assumed that only registered voters will vote and will vote only once. Although citizens may be disfranchised by not meeting some deadline of a temporary registration arrangement, the purpose of most registration systems is to maintain records, not to disfranchise. This paper, in contrast to most other papers at the conference, deals with registration systems intended to disfranchise.

The Civil Rights Acts of 1957 and 1960 can be understood only in the background of the re-enfranchisement of the southern Negro in the last eighteen years. Down to the Supreme Court's decision of Smith v. Allwright[1] in 1944, any voting by Negroes in the eleven

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[1] 321 U.S. 649

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states of the former confederacy was exceptional. The Allwright decision dealt a mortal blow to the white primary, which from the segregationist standpoint was the ideal device for Negro disfranchisement; it disfranchised no whites yet excluded all Negroes from the Democratic primary, the only election that mattered.

Although some futile, last-ditch efforts were made to retain the white primary, the foes of Negro voting now turned more to the registration process as their chief weapon. It would make no difference if Negroes were theoretically free to vote in the Democratic primary if they could not even register.

Reliable figures on the number of Negro registrants are difficult to secure since only Florida, Virginia, and Louisiana maintain

state-wide figures broken down by race. However, one may draw upon the 1959 report of the Commission on Civil Rights,[2] which

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[2]With Liberty and Justice for All: An Abridgment of the Report of the United States Commission on Civil Rights, 1959, p. 35.

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states, "In the South, according to the best estimates available, Negro registration has climbed from 595,000 in 1947 to over 1 million in 1952, to 1.2 million in 1956. But this represents only about 25 per cent of the nearly 5 million Negroes of voting age in the region in 1950. By contrast, about 60 per cent of voting age southern whites are registered." Although the figures are certainly not precise, they emphasize that the Allwright decision did not bring about a revolutionary change. Also the relatively slow rate of increase between 1952 and 1956 suggests that the second million Negro registrants might come slower than the first.

Use of south-wide figures conceals the fact that resistance to Negro voting varies greatly within the eleven states. Permissiveness toward Negro voting is greatest in areas peripheral to the South. Following the Allwright decision Negroes came to vote in large numbers in Texas, Arkansas, Tennessee, Virginia, North Carolina, and Florida. Negroes usually voted first in the largest cities. However, this is not to suggest that the per cent of the Negro population enfranchised is directly related to the size of the city. Sometimes the percentage of Negro adults registered in small cities or even in rural areas exceeds that of the metropolitan counties. On the other hand, the smallest number of registered Negroes is found in those counties with the largest Negro population. An

inverse relationship exists between a county's Negro population and the number of Negroes permitted to vote. Whites with many colored neighbors are the ones most adamant on this matter. These are the plantation counties, the black-belt South.[3] Most of the South has

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[3]Some exceptional counties are not in harmony with this generalization. There are two north Florida counties with a small Negro population and few registrants and two south Florida with a large Negro population and a high percentage of colored registrants. The two north Florida counties had historically been part of the plantation South. The Negroes migrated but the culture lingers on. By contrast the two south Florida counties had not even been settled until after the Civil War. Their Negro population moved into the counties recently, and there were no memories to cherish. See H. D. Price, The Negro and Southern Politics (New York: New York University Press, 1957), ch. 2.

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accepted Negro voting, albeit grudgingly. Yet the rural, black-belt counties constitute large islands of dogged resistance to Negro enfranchisement. The entire state of Mississippi is the largest island, but a goodly number of black-belt counties in Alabama, Louisiana, and other states are also units of the same archipelago.

Determined white resistance is not the only reason for the slow increase in Negro voting. References to "Negro apathy and indifference" are not notions conjured up by Citizens Council leaders. Negro leaders themselves use this language when they note with dismay the modest results of some determined campaigns to get their people registered. It distorts reality to assume that most southern Negroes have a burning desire to vote and are deterred from this solely by white segregationists. A standard finding among political scientists both in this country and abroad is that there are fewest voters among those of lowest income and least education. And where does one find a group with lower income and more modest education

than the black-belt southern Negro? Moreover, voting is a result of political consciousness. Southern Negroes do not rush to register and vote for the same reason that not all American women stormed the polls in 1920 immediately after the passage of the Nineteenth Amendment. Not until a third of a century had elapsed were women voting in roughly the same percentage as men.[4]

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[4] An intriguing question is whether the slow growth of Negro registration may result partly from the out-migration of the ablest Negroes. We know about this migration quantitatively. The net migration of Negroes from southern states, 1950-1960, was 1,572,000. Some cynics speculate that Negroes who are able and aggressive enough to register, to encourage others to register, and generally to exercise political leadership are also smart enough to leave the South. This is pure speculation; the opposite could be true.

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Let us direct out attention now to the immediate background of the Civil Rights Act of 1957 and the factors that may have motivated the drive for this legislation. One was the very slowness of the increase in Negro registrants recounted above. Secondly, was a sense of frustration and disillusionment over non-compliance with the Brown decision and a consequent desire to push forward in those areas of race relations where white resistance was less tenacious. The argument here assumes that large numbers of southern whites who accept Negro voting regard school integration as a much greater "evil" and will resist it. Thirdly, there appeared again and again in the congressional committee hearings references to several Louisiana parishes in which there had been a mass purge of Negro registrants. Here was a retrograde movement, a withdrawal of the vote from registered voters.

Prior to the passage of the act of 1957, Negroes had sought the vote through the courts, not through Congress. They had

recourse to Section 1 of the Fifteenth Amendment: "The right of citizens . . . to vote shall not be denied or abridged . . . by any State on account of race, color, or previous condition of servitude." Relief came through the power of the courts to strike down state actions that violated this prohibition. The act of 1957 is based on Section 2 of this Amendment: "The Congress shall have power to enforce this article by appropriate legislation." Congress may legislate to restrain states from denying any person the right to vote for reasons prohibited by the Fifteenth Amendment. This may raise the question why Section 2 was rediscovered and dusted off at this particular juncture in history. The question is pertinent since most recent proposals for federal legislation beneficial to Negroes have secured Congressional support from non-southern Democrats only. The Civil Rights Act of 1957 was pushed through by a combination of Republicans and northern Democrats. The conversion of the GOP must have resulted from an analysis of the 1956 presidential election returns. Prior to that election northern Negroes had been overwhelmingly Democratic, but the election of 1956 witnessed a break in Negro ranks toward the GOP. In northern cities this movement approximated seven or eight percentage-points although in some southern communities it was of much greater magnitude.[5] An alert Republican party could not ignore this trend; it joined the Democrats in the posture of champion of the Negro.

[5] Henry Lee Moon, "The Negro Voter in the Presidential Election of 1956," Journal of Negro Education, XXVI (Summer, 1957). See especially tables, pp. 221-222.

The act of 1957 dealt primarily with voting. It created the Civil Rights Commission which was impowered to investigate allegations

that citizens were being deprived of their right to vote because of race, color, religion, or national origins. However, the heart of the law was the provision which forbade any person "whether acting under color at law or otherwise" to "intimidate, threaten, coerce . . . any other person for the purpose of interfering with the right of such other person to vote." Whenever anyone engages in one of the prohibited practices or there is reasonable ground for believing that some person is so engaged, the Attorney General of the United States may apply in federal court for a temporary or permanent injunction against these practices. The District Court is to take jurisdiction without the aggrieved party having to exhaust all administrative remedies. This last section is designed to eliminate the fantastic legal delaying actions formerly inflicted on Negro litigants before their cause could be tried on its merits.

The innovation is the power of the Attorney General to intervene at public expense on behalf of persons whose right to vote is threatened. No longer is the role of the national government limited to keeping the courts open when the right to vote is being interfered with. On the other hand, southern election officers are not placed in great legal jeopardy. Imprisonment or fines would result only from refusal to comply with a court order, and a person could regain his freedom by merely reconsidering his refusal and obeying the court order. It is conceivable that a local official who had been enjoined from making threats against Negroes attempting to register might commit a physical assault upon a Negro waiting in line to register. Such an individual could be punished for criminal contempt although a jury trial can be demanded if the

prison sentence is in excess of forty-five days or the fine over three hundred dollars.

The history of the Civil Rights Act of 1957 in its first few years is chiefly a tale of frustration. The Commission waited five months before receiving its first sworn voting complaint. Thereafter between August 1958 and August 1959 complaints were received from twenty-nine counties. This refers not to the number of individual complainants but the number of counties producing them. For instance, forty-four complaints came out of Macon County, Alabama, alone. Yet, as the Commission's 1959 report noted, "The same factors that discourage or prevent Negroes from registering to vote, including in some places the fear of bodily harm and the loss of jobs, work against the filing of sworn complaints by those same Negroes."[6] These complaints were followed up with field investigations. In December, 1958, and January, 1959, the Commission held public hearings in Montgomery, Alabama. Commission investigators had earlier experienced great difficulty in securing voting records from several counties. The hearings produced a mountain of evidence that Negroes were being discriminated against in registration. However, Attorney General Patterson (later Governor) made every effort to frustrate the Commission's activities. On his advice the Macon County registrars took refuge in the Fifth Amendment. An instructive and dramatic incident occurred toward the close of the hearing when Commissioner Battle, former governor of Virginia, addressed the uncooperative Alabama officials. After reminding

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[6] Op. cit., p. 47.

these registrars that his forebearers had been born in Alabama and assuring them of his affection for the state, he attempted to reason with them.

> The majority of the members of the next Congress will not be sympathetic to the South, and punitive legislation may be passed, and this hearing may be used in the advocacy of that legislation, which will react adversely . . . to you in Alabama.
>
> . . . May I say to you as one who is tremendously interested in the southern cause: Will you kindly re-evaluate the situation and see if there is not some way you . . . may cooperate a little more fully with this Commission and not have it said by our enemies in Congress that the people of Alabama were not willing to explain their conduct when requested to do so?

This eminently intelligent advice was ignored. Instead the Alabamians listened to the advice of Attorney General Patterson, who counseled,

> Our duty in this case is clear: We must do everything within our power to prevent this unlawful invasion of the State of Alabama's judicial officers by the legislative and executive arms of the Federal Government . . . In fights of this nature there can be no surrender of principle to expediency. The time for retreating has come to an end.

The Commission proceeded to Louisiana, the source of a large number of voting-discrimination complaints. Several of the complaints constituted excellent prima facie evidence of gross discrimination. However, a hearing scheduled for July 13, 1959, in Shreveport, Louisiana, was blocked by the order of a lower federal court. The Commission was hindered also by a case originating in Georgia which raised the question of the constitutionality of the 1957 act, and it was not until February, 1960, that the U. S. Supreme Court upheld its constitutionality ~~of the Civil Rights Act~~

~~xxx1957x~~ in the case of U. S. v. Raines.[7] During this same period of time the Department of Justice filed a total of four suits under the 1957 act.

The Commission, bruised and educated by its encounters with last-ditch segregationists, deliberated and then came forth with a series of recommendations, which reflected the difficulties they had experienced. They recommended that Congress require all state registration and voting records to be preserved for a period of five years, that something be done about registrars who fail to perform their duties or who resign under fire, and finally that the federal government provide for the appointment of federal registrars when state and local officials fail to perform their constitutional duties. These recommendations, after considerable addition and subtraction, constituted the basis of the Civil Rights Act of 1960.

In Congress the political situation was similar to that leading to the 1957 law. The 1960 presidential election was in the offing, and both parties needed to assume the posture of champion of the Negro. The new law required election officials to preserve registration records for a period of 22 months from the date of any general, special, or primary election for a federal officer, and it provided that if registrars resigned under fire the state itself could be made a defendant in a suit. The most important innovation of the 1960 act was the voting referee provision. A weakness of the 1957 act was that it compelled the Government to proceed individual-by-individual. Consider the case of a county with 6,000

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[7] 80 Sup. Ct. 519

Negro adults, none of whom are registered. Let us assume that five leaders attempt to register, are turned down, and eventually win a suit under the 1957 act. There are now five Negro voters and 5,995 who are not registered. Many of the latter may possess the same qualifications as the five who were registered. The referee provision is designed to remedy such a situation. The Attorney General must first win a suit under the 1957 act. If the court finds in his favor, he may request the court to find that a "pattern or practice" of racial discrimination in voting exists in that county. The court will then examine the evidence and rule whether or not such a pattern or practice exists. If the court so rules, any Negro resident shall be entitled to a court order declaring him qualified to vote upon proof that: (1) he is qualified to vote under state law and (2) he has since the finding of the court been deprived of the opportunity to register solely because of race or color. Note that this provision contemplates that a district judge himself is to determine whether the prospective voter satisfies the standards of the state law. It is assumed that state laws will be nondiscriminatory on their face and that if applied by a federal judge will, in fact, be administered in a nondiscriminatory fashion.

Or, a district judge has the option of appointing a referee who will make the determination as to an applicant's qualifications. Persons, who since the "pattern or practice" finding has been made by the court, have been rejected for registration on what they believe to be racial grounds may appear before the referee and demonstrate to his satisfaction their ability to meet the state

voting requirements. Hearings held before the referee are ex parte. If the referee decides that certain applicants are qualified under state law, he submits these names to the district judge who must transmit this list to the state attorney general and to local election officials together with an order for them to show cause within ten days (or less) why the court should not order the registration of the persons named on the referee's list. If no protests from state or local officials are forthcoming, the court will order the persons named in the referee's document to be registered. If local registrars wish to contend that the denial of registration was made on nondiscriminatory grounds, they will have an opportunity to appear in court and defend their decision. The judge must then decide between the recommendations of the referee and the claims of the local election officials. The local officials are not defendants in a criminal proceeding; they run the risk of no fine or jail sentence. The worst thing that can happen to a registrar is that the court may rule that he has, contrary to his claims, denied registration to a person solely because of race or color.

We are now confronted with the question of the effectiveness of the two laws. A total of twenty-five cases had by March 23, 1962, been brought under the 1957 and 1960 Civil Rights Acts.[8]

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[8]This statement is contained in a letter of that date to U. S. Senator Sam J. Ervin, Jr. over the signature of Burke Marshall, the Assistant U. S. Attorney General in charge of the Civil Rights Division. The letter is reproduced in Literacy Tests and Voter Requirements in Federal and State Elections, Hearings, Subcommittee on Constitutional Rights of the Committee of the Judiciary, U.S. Senate, 87th Congress, 2nd session, pp. 515-522.

The figure 25 refers to suits actually filed. Presumably the Justice Department has investigated complaints with a view to

Four of these cases had been instituted before the enactment of the 1960 legislation. In March, 1962, seven cases had been disposed of; the others were still pending. The cases arose in five states: ten in Louisiana, seven in Mississippi, four in Alabama, one in Georgia, and three in Tennessee. The three Tennessee cases arose in two Mississippi delta counties that for cultural purposes might be regarded as northern extensions of the state of Mississippi. The other twenty-two cases came out of four Deep South states.

The cases may be grouped into several categories. Two of these may be described as the Louisiana purge cases. Parish registrars worked with the Citizens Council to purge the registration rolls of practically the entire Negro electorate of Washington and Bienville Parishes. The procedure had been to examine the original application forms of Negro voters in order to find any errors in spelling or other technicalities that would support the claim that the original registration had been fraudulant. A court, upon finding that white registrants had made similar errors in spelling and had not been purged as a result, ordered the restoration of the purged Negroes to the registration rolls -- 1,377 names in one case and 560 in the other.

The second category of cases involves the use of this double standard to Negroes attempting to register for the first time. Some twelve cases arising out of four states involved the practice

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instituting cases in many more instances. Thus, Attorney General Robert F. Kennedy, addressing the American Jewish Committee on May 5, 1962, said, "A year ago, the Federal Government was actively attacking voting discrimination in only about a dozen counties. Now we are at work in more than one hundred counties."

of applying different and more stringent standards to Negro than to white applicants for registration.

The third type of case involves economic retaliation against Negroes who attempt to or succeed in registering. In one such case[9] a Negro testified before the U. S. Commission on Civil Rights regarding his efforts to register to vote. Thereafter cotton ginners and other merchants in his Louisiana parish, acting in concert, refused to gin his cotton or conduct ordinary business transactions with him. This case was handled by a consent decree. Defendants admitted no wrongdoing but agreed voluntarily to arrange for the prompt ginning of the complainant's cotton. The same technique of economic retribution on a larger scale was involved in the two Tennessee cases. These involved Haywood and Fayette Counties, both Mississippi delta counties. In each instance some 70 to 80 defendans, including individuals, banks, and business associations, alledgedly conspired to evict sharecroppers and tenant farmers, dismiss employees, and deny loans at banks to those Negroes who had registered. The final disposition of these cases has still to be made, but on April 6, 1961, the Circuit Court of Appeals ruled in favor of the applicability of injunctive relief. Thus, wholesale evictions have been halted at least temporarily.

A recent case in this category involved a Negro school teacher in Greene County, Mississippi. A Mrs. Talbert brought suit in a federal court, claiming that she had been denied the right to register

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[9] U. S. v. Deal et al. Civil Action Number 8132 (Western District Louisiana)
~~Civil Action Number 8132 (Western District Louisiana)~~

to vote. On April 21, 1962, the judge issued a temporary restraining order which, in effect, upheld her claim. On April 25 the school board held a special meeting at which it refused to renew Mrs. Talbert's contract, although her principal had recommended its renewal. The Department of Justice thereupon asked for an injunction in federal court in Jackson, Mississippi, to require the Greene County school board to renew her contract.

The fourth and final category of cases involves the criminal prosecution by the state of a victim of violence by a state official. The case of U. S. v. Wood[10] involves a Negro who had been conducting a registration school in Walthall County and who accompanied two Negroes to the office of the registrar. The registrar ordered him out of his office at gun-point. As he was leaving, the registrar hit him over the head with a pistol. Shortly thereafter the Negro--not the registrar--was arrested for disturbing the peace. The Government asked the district court to enjoin the state from prosecution on the grounds that this was an effort by the sheriff, registrar, city attorney, and district attorney to intimidate Negro citizens who wish to register. Eventually the Court of Appeals vote ordered that prosecution be enjoined.

Additional insight into these cases may come from a closer look at the first case in which there was a pattern or practice found under the Civil Rights Act of 1960, the Macon County case. In this case, U. S. v. State of Alabama,[11] the court has rendered

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[10]Civil Action Number 1670 (Southern District, Mississippi)

[11]192 Federal Supplement 677 (Middle District of Alabama 1961)

a decree and the case is settled. The decision stated in part:

> The evidence in this case is overwhelming to the effect that the State of Alabama . . . has deliberately engaged in acts and practices designed to discriminate against qualified Negroes in their efforts to register to vote . . . . . .
>
> The evidence in this case is so abundantly clear in portraying the discriminatory acts and practices, which acts and practices clearly violate the Constitution and laws of the United States, that this court is of the firm opinion that this case warrants not only a prohibitory decree but a decree mandatory in nature.

Nonetheless the district court declined to appoint a voting referee, and explaining:

> This court, for the time being, declines the request of the United States that it appoint voting referees for Macon County, Alabama. Such a declination is made with the idea that the defendants can act fairly if the directions spelled out in this Court's decree are followed in good faith. If the defendants so act, they will have regained for Macon County and for the state of Alabama the integrity that the evidence in this case mades abundantly clear has been lost in this field of voting rights.

One may speculate that there is psychological aspect in the judge's declining to appoint a referee. There seems to be a deep psychic horror of such a referee; the idea seems to conjure up memories of Reconstruction. The notion is in the same category that federal marshalls are preferable to uniformed paratroopers.

The failure to appoint a referee should not convey the impression that the judge's decree was weak. First, it moved to correct the effect of the registrars' past discriminatory practices by ordering the immediate registration of 57 Negroes. Secondly, it forebade the continuation of such discriminatory practices as had earlier disfranchised these 57. Thirdly, it issued a series of specific instructions to the registrars as how to conduct their

business in the future. Fourthly, it ordered the registrars to submit a detailed monthly progress report and in addition ordered the plaintiff (the United States) "to furnish information for the purpose of assisting the court to determine whether the decree was being complied with, whether contempt proceedings were necessary . . ." In addition, the Government was ordered to submit the names and addresses of at least three qualified persons "to be considered by the Court for appointment as voting referees in the event this Court at some later date consider such appointments necessary and appropriate."

The effectiveness of the decree is ultimately demonstrated by the fact that in the year following its issuance 1,500 Negroes registered to vote in Macon County; only nine had registered in the preceding two and one-half years.[12]

While the Macon County case demonstrates that the law can be effective, it also exemplifies the law's limitations. Preparation of this case involved a massive, factual presentation; there were 420 exhibits, and over 70 witnesses testified. In another unidentified case Attorney General Kennedy stated, "We had to examine in detail some 36,000 voting records, take testimony from 180 witnesses at the trial, and have four lawyers devote full time for several months to prepare the case."[13] Yet there is no escape from this difficulty since the Justice Department must assume the burden of proof that complex registration forms and literacy tests

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[12]Statement by Archibald Cox, Solicitor General of the U. S., in an address before the Biennial Religious Conference of Princeton University, April 28, 1962.

[13]Address before the American Jewish Committee, May 5, 1962.

do in fact discriminate against Negroes. Agents of the Justice Department must demonstrate that white applicants made as many technical mistakes and spelling errors in filling out the registration forms and demonstrate also that such whites were registered whereas similarly situated Negroes were rejected. This means that the fight against voting discrimination must proceed on a slow, county-by-county basis. No one is more acutely aware of nor more dissatisfied with this snail-pace basis than the Civil Rights Commission, and this explains their proposal that no state be permitted to impose more than a sixth-grade educational requirement for voting and that completion of the sixth grade shall, in effect, be taken as proof of literacy. This proposal, which failed of passage in Congress in 1962, would have had the effect of relieving the Justice Department of much of the burden of proof of discrimination.

The Civil Rights Acts of 1957 and 1960 have not to date had an earth-shaking effect on southern politics. One may safely predict that these laws will prevent a repetition of the wholesale cynical purges of Negro registrants attempted in several Louisiana parishes. Certainly the federal government now has an effective weapon against such crude procedures. Probably the laws will have some value in protecting recently enfranchised Negroes against economic retaliation although this problem is complex.

The fight against discriminatory literacy tests will be a slow process because the Justice Department must proceed on a county-by-county basis. The laws will become increasingly effective as more and more Negroes become politically conscious. While law

cannot directly create political consciousness nor bring into being skilled political leadership, it can offer some protection for such Negro leaders as arise and give them an opportunity to try to awaken political consciousness in their community.

**Memo** from **LESLIE W. DUNBAR**

SBK
JM

will you please read Strong's paper & let me know what you think of it. Can we use Strong?

**Memo** from **WILEY A. BRANTON**

LWD

I thought this was very good. Story has an excellent appraisal of the problem.

Wiley

File:
~~Ala~~ Universities:
Ala. Univ. - Z
Note: Sandra - Make folder if there isn't one

July 17, 1964

Professor Walter H. Bennett
Department of Political Science
University of Alabama
University, Alabama

Dear Walter:

Many thanks for sending me a copy of the book, and for your gracious acknowledgement to me in the preface.

I am very happy to see that the book has been published and that your long, dedicated labor is over. As soon as I can I want to read it in this finished form.

Give my best to Maxine, and I hope to hear from you all sometime.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

Saul Smith - file

Rec'd

December 10, 1965

Miss Bethel Fite, Director
Department of Library Extension and
Program Services
University of Alabama
University, Alabama 35486

Dear Miss Fite:

We have three (3) studies in public school desegregation currently available that may be of interest. They are:

(1) The Desegregation of Southern Schools: A Psychiatric Study by Dr. M. Robert Coles, M.D.

(2) Black Belt Schools: Beyond Desegregation (prepared by five professors at Emory University's School of Education - just published)

(3) September 1965, School Desegregation: Old Problems Under a New Law (An off-set special report)

The first two of these publications are available in quantity at .20 per copy. The third is available at .15. We always appreciate getting back part of the cost of our publications, but we are more interested in seeing the material

used well. Therefore, our charges are very flexible. Copies of the abovementioned publications are being sent to you under separate cover.

With best wishes,

Sincerely,

Paul Anthony
Executive Director

PA/mmj

Rec'd 12/10/65

UNIVERSITY OF ALABAMA
UNIVERSITY, ALABAMA 35486

EXTENSION DIVISION
P.O. BOX 2987

TELEPHONE
752-7441
EXTENSION 251

December 9, 1965

Mr. Paul Anthony
Southern Regional Council
5 Forsyth Street NW
Atlanta 3, Georgia

Dear Mr. Anthony:

Your report on a study of some of the public schools of the South, given at the recent meeting of Alabama sociologists, has come to my attention. Will there be a printed report available for purchase?

We are preparing a brief bibliography for a conference to be held on our campus in February. Participants will be women engaged as volunteers in various community improvement projects. We wish them to take home with them sources of information useful in evaluating some of their local services. Any suggestions you wish to make about additions to this will be appreciated.

Sincerely yours,

Bethel Fite

Bethel Fite, Director
Department of Library Extension
and Program Services

BF:cw

File Universities - Alabama

MI - file

UNIVERSITY OF ALABAMA
UNIVERSITY, ALABAMA

College of Arts and Sciences
HISTORY DEPARTMENT

April 15, 1966

Dr. Paul Anthony
Director, Southern Regional Council
5 Forsyth
Atlanta, Georgia

Dear Dr. Anthony:

In an effort to complete a book entitled "The Manpower Crisis in the South", dealing primarily with the recent rapid displacement of unskilled labor and the rapidly-growing need for trained manpower, I find that I am deficient in reliable knowledge of recent developments in Negro education.

I am informed by Dr. Reed Sarratt of the Southern Regional Education Board that you have gathered considerable data on this subject, both qualitative and quantitative. I therefore seek your advice and assistance in improving my knowledge of this subject.

I hope to be in Atlanta on April 25 and, if convenient to you, could call on you on that date.

Sincerely yours,

James F. Doster

James F. Doster
Professor of History

JFD/mlb

"Knows damn little about the South"
as a nice man.
Dull-witted - must be told over & over again -
Dr. Reed (Ex) SREB has 300,000 Carnegie Grant - for Negro higher
Scholarship Educ - called "Commission on Higher Educational
Opportunity"

File Universities Alabama

# 93 Negroes Attend Classes At University Of Alabama

Ed - Higher - A12.
6-12-67
DD-T

TUSCALOOSA, Ala. (UPI) — It was June 11, 1963. . .

A stout, red-faced National Guardsman shuffled uneasily. Great drops of perspiration rolled from under his steel helmet and down to his chin, then dropped to the sunbaked earth of the University of Alabama campus.

Gov. George C. Wallace, his Bantam-like frame standing as though rooted in the doorway of Foster Auditorium, nervously rolled a piece of paper.

* * *

A FEW feet away, a Negro boy and girl sat in the rear of a car that had brought them to the tense, sweltering campus. Vivian Malone and Jimmy Hood were about to integrate the University of Alabama with the aid of federalized guardsmen.

Wallace, making good his pledge to "stand in the schoolhouse door," faced Asst. Atty. General Nicholas Katzenbach.

Haltingly, the governor read from the wrinkled piece of paper . . ."but for the unwarranted federalization of the National Guard, I would be commander in chief. . .it is a bitter pill to swallow."

* * *

THEN he took one step backward, snapped a salute to the troops' commander, and stalked away. Within minutes, the two Negroes were registered and assigned to dormitories in the previously all-white university.

Since that time, more than 100 other Negroes have entered the University of Alabama without incident. Today, there are 93 Negroes attending classes in an atmosphere notably free of the tension which marked that first day of desegregation.

Negroes have held student government posts, a few have become active in various campus organizations, and this year — for the first time — three Negroes joined the Alabama football squad.

A recent survey of 200 white students showed that 30 per cent of those questioned were glad to have Negroes on the campus.

But the Negro students themselves share varying reactions to campus life at Alabama. A few like it, others just accept it and still others still feel shunned. Most are disenchanted.

* * *

BIRDIE Davis of Mobile, activities editors of the campus yearbook, is one of the few Negroes who has found more "real" friends than she expected. But she's still unhappy.

"I became very discouraged last year," the political science major said. Miss Davis, who made very good grades as a high school student, was dissatisfied with her academic record at Alabama.

"I wasn't having any fun and I wanted to go home," she said. "But my mother came to see me and she reminded me that average grades here are better than good grades at many unaccredited Negro colleges."

Sarah Fisher, a nursing student from Atmore, said "I find the people here are nice. . .they don't try to scorn me or make belittling remarks. There really isn't any room for prejudice in nursing."

* * *

"I KNOW one thing, they were more willing to accept me here than at Tuskegee (a predominantly Negro school)." Miss Fish said she was getting financial aid and job offers at Alabama she would not have received at the Negro institution.

Eugene Jackson, a freshman in electrical engineering, said professors had treated him fairly. "Some even go out of their way to show they're not prejudiced," Jackson said.

Davis Sullivan of Birmingham Nobody's really overjoyed because I'm here. It's like this: neutral. Nobody understands nobody. No communication. And nobody is really going out of their way to improve the situation."

---

May 1967

Though now numbering 300, Alabama's Negroes are still only a handful in a student population of over 17,000, and tend to segregate themselves as a form of protection. "You might reach out and find a Ku Kluxer," one youth says.

CROSS REFERENCE SHEET

NAME OR SUBJECT

University of Alabama

REGARDING

inf. on University and status of integration

DATE

7-25-67

(SEE)

NAME OR SUBJECT

Dr. E. H. Kossmann
Groningen, Netherlands

# THE SOCIETY FOR APPLIED ANTHROPOLOGY

## Annual Meeting

***Thursday, May 14—Saturday, May 16***

WISCONSIN CENTER BUILDING

University of Wisconsin

Lake and Langdon Streets

Madison, Wisconsin

*Program Chairman*: John L. Gillin, University of North Carolina

*Local Arrangements Committee*:

C. W. M. Hart (*Chairman*)
Ted Cloak
Margery P. Gray
Mrs. Edith Nash

All meetings of the SAA will be held in rooms 224 and 227 of the Wisconsin Center

Coffee will be available in the Cafeteria of the Center during the meetings

*REGISTRATION*: From 9 a.m. to 4 p.m. Thursday, May 14, Second Floor of the Center

**Thursday, May 14—2 to 5 p.m.**

## TEACHING BEHAVIORAL SCIENCE IN MEDICAL INSTITUTIONS

*Chairman*:

Thomas McCorkle, University of Iowa

*Panel discussion by*:

Walter Boek, New York State Department of Health
John Z. Bowers, University of Wisconsin Medical School
Benjamin J. Darsky, University of Michigan
Donald P. Hayes, University of Washington
Gartly Jaco, University of Texas
James G. Roney, Butler County Health Department, Pennsylvania
Julian Samora, Michigan State University
Abraham J. Simon, The Chicago Medical School

**7:30 to 9:30 p.m.**

## APPLIED ANTHROPOLOGY IN AFRICA

*Chairman*:

Peter Hammond, University of Pittsburgh

"Bona: An Accomodating Mechanism Among the Gola of Liberia" —Warren d'Azevedo
University of California

"Economic Change in the Congo Paysannats"—John Dalton
University of Maryland

"Changing Patterns of Aggression Control Among the Gusii of Kenya"—Robert LeVine,
Northwestern University

"Political Change in Northern Rhodesia"—Arthur Tuden
University of Pittsburgh

"Culture Change and Capital Formation in Ghana"—Norman W. Mosher

University of Maryland

"Political Change in French West Africa"—Ruth Schacter

Oxford University

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**Friday, May 15—9 to 11:15 a.m.**

CONTRIBUTED PAPERS

*Chairman*:

William Foote Whyte, Cornell University

"The Dependency Situation in Psychotherapy, Dependency Government, and Applied Anthropology"—Laura Thompson

University of North Carolina

"Cooperation Between Anthropologist and Medical Personnel"—Cara E. Richards.

Navajo Cornell Field Health Project

"Role of the Sub-Professional Health Worker in the Navajo Project"—John Adair

Navajo Cornell Field Health Project

"The Manual for the Rural Community Health Worker in Thailand—a Case Study in Research, Persuasion, and Follow-Up"—Robert B. Textor

Cornell University

"Individual Perspective in Field Work: An Experimental Training Course"—John W. Bennett

Ohio State University

**11:30 to 12:30**

ANNUAL BUSINESS MEETING OF THE SOCIETY

(A proposal for amendment of the by-laws will be presented at this meeting)

**1:45 to 3:45 p.m.**

THEORY AND APPLICATION IN ORGANIZATIONAL RESEARCH

*Chairman*:

Charlton Price, Menninger Foundation

1. "Administrator and Anthropologist: Common Approaches to Organizational Theory and Practice"—Homer Knauss

Asst. Director of Engineering—Light Equipment, Raytheon Corp.

and F. L. W. Richardson, Jr.

Applied anthropologist with Raytheon Corp. and Massachusetts Gen. Hospital

*Discussion by*:—Robert C. Hood

President, Ansul Chemical Co.

2. "Organization Theory: Processes of Social Integration" Peter M. Blau, University of Chicago

*Discussion by*: Charlton Price

**3:45 to 5:30 p.m.**

COMMUNICATION ACROSS CULTURAL BARRIERS

(a panel discussion of *The Silent Language* by Edward T. Hall)

*Chairman*: Nicholas J. Demerath, Washington University

*Panel discussion by*:

Richard N. Adams, Michigan State University
John Bennett, Ohio State University
George Coelho, National Institute of Mental Health
Edward T. Hall, Governmental Affairs Institute

**7 p.m.**

Members of the SAA are invited to be guests at the Centennial Banquet of Physical Anthropology which is being held by the American Society of Physical Anthropologists at the Park Hotel. Guest Speaker: Honorable Philleo Nash, Lieut. Governor of Wisconsin and member of the Society for Applied Anthropology

**9 p.m.**

All three societies will hold an informal smoker at the Park Hotel following the dinner.

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**Saturday, May 16—9:30 to 11:30 a.m.**

TEACHING CASTE AND CLASS IN A CLASS-CASTE SOCIETY

*Co-Chairmen*:

Robert G. Armstrong, Atlanta University
A. T. Hansen, University of Alabama

*Panel discussion by*:

William E. Biddle, University of Oklahoma
Wilton S. Dillon, Phelps-Stokes Fund
Lewis W. Jones, Tuskegee Institute
Jitsuichi Masuoka, Fisk University
Simon D. Messing, Hiram College
C. H. Parrish, University of Louisville
Alfred G. Smith, Emory University

(After revision by all of us, to be duplicated for distribution to the audience. Hansen's preliminary statement.)

SAA PROGRAM FOR SATURDAY MORNING, MAY 16: TEACHING CASTE AND CLASS IN A CLASS-CASTE SOCIETY.

THE TOPIC

The discussion is about communication, about communication concerning castes mostly, about communication concerning U.S. castes in particular. Assembled here are professional anthropologists and sociologists who have ascribed status in each of the U.S. castes and who have sought to communicate information regarding the facts and fictions of caste in intra-caste and cross-caste situations. That is, in terms of the ascribed caste statuses of teachers and students (communicators and communicatees), we have N-N, W-W, N-W, W-N. For good measure, there is present a Japanese American whose labors over several years has been in a university where practically all of the students are Negroes. His caste ascription is (I suspect) W, slightly modified. So his communication situation might be rendered (J) W-N. It may be added that every participant has had some experience trying to communicate to members of both castes, in colleges and outside of them.

It was the hope of the arrangers of this session that the panelists would gain new knowledge and new insights as they reported on and compared their teaching experiences, that members of the audience would learn something worthwhile as they listened to and finally participated in the discussion, and that researchable ideas might emerge that would eventually increase the efficiency of the communication process in the area under discussion.

The emphasis on <u>communication</u> is deliberate. We realize that treating the topic can easily lead to interchanges of opinion on civil rights, justice, and human dignity. What we say is applicable to these concepts. But for the duration of the session we propose to concentrate attention on problems of communication.

Any examination of caste in the U.S. brings in some consideration of class and race. Inevitably teaching about caste involves teaching about race and class as well. This panel does not aspire to add to our knowledge of these well-studied phenomena. But to avoid questions as to what these phenomena are, we set down briefly the definitions we accept and operate on and indicate how other definitions affect communication.

Race: A biological category. The units of the category are specimens, specimens of sapiens in the present discussion. The categories are arrived at through the labors of physical anthropologists who measure bodies and test blood. Anatomical and chemical similarities are assumed to have a genetic basis. So geneticists become collaborators. The setting up of a category means that clustering of specimens has been noted. In a mixed population of any species, some individuals are in between clusters.

Communication about race is complicated by the circumstance that the word has five accepted usages in English, the one above plus four others.

Caste: A social-cultural category. The units of the category are statuses, statuses in the U.S. social-cultural system in the this discussion. The categories are arrived at, very easily, by assigning to each individual the caste status of his mother (with rare exceptions). No studies or measures are made by anybody to determine caste ascription. A caste is a casts is a caste.

Communication about caste is complicated by the conviction of most people in the U.S. that the castes are races as just defined. Plus the conviction that races are more differentiated than physical anthropologists find them to be. An aspect of the caste system, it follows, are biological fictions that support and justify the classifications of statuses into castes.

Class: A class is not a category. (If a class is a category, it is a caste.) Both castes and classes connote a superordinate-subordinate arrangement of statuses. But a caste has lines. Within a given system, all statuses are theoretically ascribed with certainty. Classes are overlapping, imprecisely defined gradations.

Class enters a discussion about caste because class criteria of status transcend caste. They are society-wide. Class is in both castes. Class phenomena, therefore, strengthen, weaken, and obfuscate caste. And complicate communication.

THE GROUND RULES

So that the panelists can speak freely, the discussion is off the record.

The chairmen will decide when the discussion leaves the topic of communication.

The panel will occupy an hour and a half. This will leave a half hour for questions.

THE PARTICIPANTS

(The beamed biographies in alphbetical order.)

(My own comment, on second or third thought, is that the audience may not be allowed to participate until after we adjourn at 11:30 a.m. Eight people have to report what they think they have observed about communicating about caste. Wilton Dillon and Harold Fleming of the Southern Regional Council will react, sum up, and, especially, look ahead. If 20 minutes are left for them, the rest of us have about 12 minutes each. The 12 minutes may not be in one piece in order to permit some discussion among the panelists. We really need two two-hour sessions so that the audience could be brought in.

We'll have to decide in our conference(s) in the Park Hotel what phase of our experiences each of us should bear down on. I am inclined to think of Masuoka as the eighth "presenter". He could, perhaps, give all that had been said a sharper perspective.)

(1) Receptivity
(2) Assumptions abt
teachers

# TEACHING CASTE AND CLASS IN A CLASS-CASTE SOCIETY

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Communication about caste is complicated by the conviction of many people in the U.S. that the castes are races as just defined above. There is the further conviction that the castes are biologically differentiated from each other more sharply than physical anthropologists find any races to be. An aspect of the caste system, it follows, are biological fictions that function to support and

justify the classification of statuses into castes.

Class: A class is not a category, except as taxonomists of statuses set up conceptual categories operating according to classification principles similar to those that are used to set up racial (biological) categories. (If a class is a clear category, it is a caste.) Both castes and classes connote a superordinate-subordinate arrangement of statuses. But a caste has lines. Within a given system, all statuses are theoretically ascribed with certainty. Classes are overlapping, imprecisely defined gradations.

Class enters a discussion about caste because class criteria of status transcend caste. They are society-wide. Class is in both castes. Class phenomena, therefore, strengthen and weaken caste; and complicate thinking and communication about caste.

## THE GROUND RULES

So that the panelists can speak freely, the discussion is off the record.

The chairmen will decide when the discussion leaves the topic of communication.

## THE PARTICIPANTS

Robert G. Armstrong, Atlanta University. Ohioan. Ph.D., Chicago. Two years field work with the Idoma of Nigeria. Teaching one year at the University of Puerto Rico. Teaching five years at Atlanta University for Negroes.

A.T. Hansen, University of Alabama. Utahn. Ph.D., Wisconsin. Three years in Yucatan studying the city of Merida. Two years as community analyst in a camp of evacuated Japanese Americans during W.W.II. Several years before 1950 instructing non-segregated classes in Ohio and Michigan. Since 1950 teaching in a segregated white university in the Deep South, which was slightly de-segregated for three days by Autherine Lucy. Also, three quarters teaching in a segregated Negro college across town from the white university.

William E. Biddle, University of Oklahoma. Research associate with the Rockefeller Foundation on an investigation of language and symbolism. Currently engaged in a study of all-Negro communities in Oklahoma.

Lewis W. Jones, Tuskegee Institute. Texan. Ph.D., Columbia. Studies for the Rosenwald Fund, World Conference on Race Relations at the University of Hawaii, Capahosic Consultation Conference of white and negro leaders, etc. Research and extension, plus some teaching at Tuskegee.

Jitsuichi Masuoka, Fisk University. Ph.D., Iowa. Research on Japanese in Hawaii. Teaching for 16 years, mostly in a university for Negroes.

Simon D. Messing, Hiram College. Ph.D., Pennsylvania. Field work in Ethiopia. Two years teaching at Pain College at Augusta, Georgia, a Negro Liberal arts college. One year teaching in a college in Ohio having a very few Negro students.

C.H. Parrish, University of Louisville. Kentuckian. Ph.D., Chicago. Associated with the Southern Regional Council on special tasks throughout the South. Teaching for several years in a Negro college and more recently a desegregated university where most of the students are whites.

RECEIVED JAN 20

# AN APPROACH TO WORLD UNDERSTANDING

through the recognition that

# ALL PERSONS ARE BORN FREE AND EQUAL

•

## SOUTHEASTERN AREA WORKSHOP

~~ST. MARK METHODIST CHURCH~~
ATLANTA UNIVERSITY
Atlanta, Georgia

JANUARY 25-27, 1955

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## STEERING COMMITTEE

MRS. J. A. BURT, Jr.
MRS. H. V. RICHARDSON
MRS. J. W. CURRY
MRS. H. B. TRIMBLE
MRS. RALPH T. WILSON

# PROGRAM

## WEDNESDAY, JANUARY 25

10:00 A.M.-12:00 NOON—Registration, St. Marks Methodist Church

### OPENING SESSION

### Mrs. Ralph T. Wilson, Presiding

1:30 P.M. Hymn _____"My Country Is The World"
Prayer _____ Rev. John B. Tate
Orientation Period
Worship led by Miss Violetta Cavallero
Keynote Address, "Man's Freedom in Man's Hand"_____
_____Dr. Leroy Loemker
Questions and Discussion

3:15 P.M. Recess

3:30 P.M. "Freedom and Equality — Progress Report"
Symposium and Forum
Biblical—Dr. H. V. Richardson Legal—Mr. Morris Abram
Historical—Mrs. E. U. Robinson WSCS & UN, Mrs. Clifford Bender
Moderator — Mrs. J. A. Burt, Jr.

5:30 P.M. Adjournment

### SESSION TWO

### Mrs. H. V. Richardson, Presiding

7:30 P.M. Hymn 466_____"O, Brother Man, Fold to Thy Heart Thy Brother"
Prayer _____Mrs. D. W. Brooks
Address, "Equality and Freedom—Our Christian Responsibility"
_____Miss Eva Shipstone
Silent Meditation followed by Sharing Period

### SESSION THREE

## THURSDAY, JANUARY 26

### Mrs. H. B. Trimble, Presiding

9:30 A.M. Worship Mrs. Kiyo Tanaka
Address, "We Take A Look At the Forces"___Dr. George Mitchell
Questions and Discussion

12:00 NOON Lunch at St. Mark's Church

## SESSION FOUR

FREEDOM AND EQUALITY TESTING DEMOCRACY

Mrs. Ralph T. Wilson, Presiding

1:00 P.M. Hymn 470, "O Jesus, Master, When Today"
Prayer, Mrs. J. W. Curry
Presentation—Resources and Techniques ------ Mrs Clifford Bender

GROUP MEETINGS
Community Participation ---------- Mrs. R. L. Holroyd, Leader
Justice and Law Enforcement ---------- Mrs. W. H. Ratliff
Employment and Wages ---------- Mrs. M. E. Tilly
Education ---------- Mrs. E. V. Ennis

5:30 P.M. Adjournment — Dinner at Gammon Seminary

## SESSION FIVE

Mrs. J. W. Curry, Presiding

7:30 P.M. The Whole World Singing, Miss Lillie Florence Arnold, Leader

Prayer ---------- Miss Ruth Bartholomew
Group Meetings Continued

## SESSION SIX

**FRIDAY, JANUARY 27**

Mrs. H. B. Trimble, Presiding

CREATING A CLIMATE FOR FREEDOM AND EQUALITY

9:30 A.M. Opening Worship — Mrs. Paul Arrington
Report of Group Leaders
Groups divide by regions and work out plans for
Workshop for their region

12:00 NOON—Fellowship Luncheon and Closing Commitment, St. Marks Church

Miss Louise Robinson
Miss Eva Shipstone, Miss Violetta Cavallero, Mrs. Kiyo Tanaka

ADJOURNMENT

# WHO'S WHO

•

Mr. Morris Abram, Attorney, Atlanta, Ga.
Miss Lillie Florence Arnold, WSG Secretary, Central Jurisdiction, Atlanta, Ga.
Mrs. Paul Arrington, Vice-President WDCS, Jackson, Miss.
Miss Ruth Bartholomew, Pres., Southeastern Juris., Deaconess Assoc., Augusta, Ga.
Mrs. Clifford Bender, Associate Secretary, Dept. of Christian Social Relations, Woman's Division, Official Observer at United Nations
Mrs. D. W. Brooks, President WSCS, St. Marks Church, Atlanta
Mrs. J. A. Burt, Jr., Soc. Sec. CSR & LCA, North Miss. Conf., Clarksdale, Miss.
Miss Violetta Cavallero, DRE, Crandon Institute, Montevideo, Uruaguay
Mrs. J. W. Curry, Sec. CSR & LCA, Central Juris., Florence, S. C.
Mrs. E. V. Ennis, Sec WSG, Southeastern Juris., Norfolk, Va.
Mrs. R. L. Holroyd, Sec. Miss. Ed., South Carolina Conf., Chester, S. C.
Dr. Leroy Loemker, Prof of Philosophy, Emory, University
Dr. George Mitchell, Executive Director, Southern Regional Council, Atlanta
Mrs. W. H. Ratliff, Chm. Status of Women, WDCS, Sherard, Miss.
Dr. H. V. Richardson, President of Gammon Seminary, Atlanta
Mrs. H. V. Richardson, Sec., Miss. Ed., Georgia Conference, Atlanta
Mrs. E. U. Robinson, President, Southeastern Jurisdiction, Gallatin, Tenn.
Miss Louise Robinson, Coordinator of the Team, New York
Miss Eva Shipstone, Director, Department of Psychology, Isabella Theburn College, Lucknow, India
Mrs. Kiyo Tanaka, Teacher and YWCA Leader, Nagoya, Japan
Rev. John Tate, Pastor, St. Marks Methodist Church, Atlanta, Ga.
Mrs. M. E. Tilly, Dir., Women's Work, Southern Regional Council, Atlanta
Mrs. H. B. Trimble, President, North Georgia Conference, Emory University, Ga.
Mrs. Ralph Wilson, Sec., CSR & LCA, Southeastern Jurisdiction, Laurens, S. C.

H 111

ATLANTA UNIVERSITY
ATLANTA, GEORGIA

DEPARTMENT OF SOCIOLOGY

May 8, 1954

Dear George,

This note will introduce Miss Barbara Ingram, one of my former students, and a graduate of Spelman College. Miss Ingram is well grounded in the social sciences, particularly psychology and sociology. Besides, she is personable, intelligent, modest, and has impeccable character.

Miss Ingram is in trouble. Her appointment with the Atlanta Board of Education was terminated because of a course she had failed to take. Since then, she has been unemployed.

George Mitchell - Re: Miss Barbara Ingram

In addition to herself, Miss Ingram is supporting her younger sister who is attending school at Spelman College. She must go it alone and needs as well as deserves support.

I would appreciate it if you would talk with her. If you should have a place for her in your developing program, I recommend that you give serious consideration to her application.

I write this note because I will be out of the city until Friday, May 14. I'll call you when I return.

All the Best and thanks,
Mort Ell

CONFERENCE ON THE COURT DECISION AND
PUBLIC SCHOOL EDUCATION

## Schedule of Meetings

RECEIVED
JUN 1 7 1954
Southern Regional Council

Place: Conference Room (Third Floor)
Harkness Hall (Administration Building)
Atlanta University
223 Chestnut Street, S. W.

**Friday Morning**

| | |
|---|---|
| 9:30-12:30 p.m. | The Aims, Programs, and Resources of Interested Action and Research Agencies and Historical Perspective on Public School Segregation and Desegregation |

**Friday Afternoon (Luncheon Session)**

| | |
|---|---|
| 1:00-3:00 p.m. | Immediate Reactions to the Desegregation Ruling |

**Friday Evening**

| | |
|---|---|
| 7:45-9:30 p.m. | Specific Components of Local Situations in Relation to Responses to Ruling |

**Saturday Morning**

| | |
|---|---|
| 10:00-12:30 p.m. | Indicated and Projected Action and Research: Short Run |

Sessions will be held 9:30 - 12:30 Saturday morning

7:30 - 9:00 Friday evening
(if you can make it)

Notices will be sent out as to place of meeting.

EB

ATLANTA UNIVERSITY
ATLANTA, GEORGIA

RECEIVED
JUN 12 1954
Southern Regional Council

THE GRADUATE SCHOOL

June 11, 1954

Notices will be sent at the place
9:30 - 12:30 Saturday
7:30 - 9:00 Friday evening

Mr. George S. Mitchell
Southern Regional Council
63 Auburn Avenue, N. E.

Dear George:

We are enclosing a statement which, more or less, spells out a conference on public school education and segregation in terms of indicated problems and action on the local community level. The conference will follow an exploratory procedure, and will include about twenty-five resource persons. It is scheduled for next Friday and Saturday, June 18th and 19th, at Atlanta University.

We would like very much for you to participate and to serve as one of our resource leaders. In fact, the program has been designed in such a way that you especially will be able to make significant contributions to our efforts. We would like to talk with you early next week in order that we might cue each other for making this conference a stimulating and fruitful experience. Therefore, we are hoping that you will be able to put aside some of your important activities and join us in making this a good conference.

We will send you a notice next week telling you of the time and place with regard to the scheduled sessions. However, won't you please call the Secretary to the Department of Sociology (CY 6431, Ext. 10) and indicate whether you will be able to participate?

Sincerely yours,

Mozell Hill

Mozell Hill, Chairman
Department of Sociology and
Anthropology

Encl.

EB
Call them & say
I'll be on
hand Saturday AM,
but am unfortunately
in Florida Friday.
Find out where the
meet. & let me know
GSM

THE COURT DECISION ON PUBLIC SCHOOL EDUCATION:
PROBLEMS AND ACTION IN THE LOCAL COMMUNITY

The Unitarian Service Committee, Inc., with headquarters in Boston, Massachusetts, and the Department of Sociology and Anthropology of Atlanta University, Atlanta, Georgia, are extending invitations to an exploratory conference in Atlanta on Friday and Saturday, June 18th and 19th.

The Unitarian Service Committee, like many other sensitive agencies and foundations dedicated and committed to organization and action at the local level, is acutely interested in getting clarity on the part it might or should play, now that redefinitions and revampings of local community practices are necessitated by the Supreme Court decision declaring segregation in public school education unconstitutional. The national and international programs and teams sponsored by the Committee emphasize the furthering of education and the building of sound democratic practices through the sharing of the variety of skills and resources it seeks to mobilize or sponsor.

The Department of Sociology and Anthropology of Atlanta University is inviting a group of its colleagues and resource persons from the local community to meet with representatives of the Unitarian Service Committee and consultants from other parts of the country. The prime purpose of these essentially informal and intimate talks will be to permit the sharing of insights, facts and experiences to the end of thinking through immediate needs and possibilities for both action (community organization) and action research.

Since the ultimate locus of action and change is the local community, the first demand is for firm knowledge of the dimensions of the problem in the many diversified local communities and regions of the nation. In broadest terms, discussion might be framed by such questions about local communities and segregation in public school education as: What do we know; what do we need to know; and what can or should be done (at the local level, primarily) about what has happened; what is happening; and what is likely to happen?

What has happened or what is happening, or what is likely to happen, aside from having to be understood in historical perspective, might be seen as functions of many interrelated variables: the economic base, demographic structure and processes, the specific content and force of local law and custom, the political struggle and climate, the skills and orientations of leadership, etc.

What is happening now or seems imminent might be seen also as a function of whether the response of the local community indicates a disposition to do any one or a combination of the following: (1) wait and see or muddle through, (2) plan or act to comply as fully and as quickly as possible; (3) plan or act to delay, circumvent, or resist. These have their counterparts in the psychological states of individuals and officials who are confronted with change. The incidence where found of states--ranging, on the one hand, from the mildly or passively reluctant through the actively fearful and adamant, and on the other, from benevolent neutrality or indifference through courageously favorable and aggressive insistence--must be assessed for what it means for positive community action and change.

Dispositions, pressures, and local peculiarities will be manifested directly and concretely in the mechanics of desegregation: redistricting of schools and reassignment of students; the allocation and assignment of teaching and supervisory staff; the recruitment and selection of staff; changing bases of participation in policy making; curricular and extra-curricular planning; changing bases of membership and participation in Parent-Teachers' Associations, and professional organizations; etc.

This brief statement has been designed to provide a partial inventory of some of the problems to which those participating in this exploratory conference might address themselves. The guiding questions as stated are: What do we know? What do we need to know? What can or should we do?

The agenda and the suggested foci of discussion:

Friday Morning

The Aims, Programs, and Resources of Interested Action and Research Agencies

Historical Perspective on Public School Segregation and Desegregation

Friday Afternoon (Luncheon Session)

Immediate Reactions to the Desegregation Ruling

Friday Evening

Specific Components of Local Situations in Relation to Responses to Ruling

Saturday Morning

Indicated and Projected Action and Research: Short Run and Long Run

Mozell Hill, Chairman
Department of Sociology and Anthropology
Atlanta University

(Mrs.) Dudley Moore, Director
Community Services--U.S.A.
Unitarian Service Committee, Inc.

August 17, 1954

Dr. Mozell C. Hill
Department of Sociology
Atlanta University
Atlanta, Georgia

Dear Dr. Hill:

I have a friendship running back many years with one Samuel Board, who is a topmost personnel guy, with a speciality in Qualifications. He wrote me the other day about a proposition to send some young fellows out to the Gold Coast. My friend, Sam Board, is usually exact and has usually only completing inviting jobs. But this time, he has sent me word of a fuzzy one.

Apparently the Ford Foundation is prepared to pay for travel to the Gold Coast (and I presume back) and to provide subsistence in the Gold Coast, and $400 a year pocket money for several young fellows who, first at their own expense, take nine months training at Haverford (tuition to be paid by them) and then to go out to the Gold Coast to work in community development. Sounds bum because the fellows have got to be single, devoted, and potentially competent. Board and I both knew of one such devoted fellow in the past, who would have fitted. But he wrote me for more such commitments. I don't think there are any, and have so written Board. It seems to be tied up with that Quaker idea of working for the good of the Lord only.

However, I write you and say the thing could be had if somebody comes along.

Sam Board may be reached at P. O. Box 115, Edgewater, Maryland.

Sincerely,

George S. Mitchell
Executive Director

GSM/eab

ATLANTA UNIVERSITY
ATLANTA, GEORGIA

December 6, 1954

RECEIVED
12-7-54
Southern Regional Council

Mr. George Mitchell
Southern Regional Council
Wesley Memorial Building
63 Auburn Avenue, NE
Atlanta, Georgia

Dear Mr. Mitchell:

The Division of the Social Sciences of Atlanta University is pleased to present the distinguished social scientists, Kenneth B. Clark of City College of New York, and Arnold W. Rose of the University of Minnesota in a public forum and a series of seminars Monday, December 13, through Wednesday, December 15. We are certain that you would like to make note of this fact and we cordially invite you, your colleagues and friends to attend and participate. We especially call your attention to the public forum featuring Arnold Rose on the topic "Law and Social Change," which will be held on Monday night at 8:00 o'clock. The full schedule is given below.

Monday, December 13

4:00 p. m. Seminar, Dean Sage Hall, Room 100
Kenneth Clark, "Social Scientists and the Courts"

8:00 p. m. Public Forum, "Law and Social Change"
Arnold Rose; Dean Sage Auditorium

Tuesday, December 14

4:00 p. m. Seminar, Dean Sage Hall, Room 100
Arnold Rose, "Sociology and the Study of Values in Science"

Wednesday, December 15

4:00 p. m. Seminar for Staff, Dean Sage Hall, Faculty Lounge
Kenneth Clark and Arnold Rose, "Research and Action: Current Problems and Trends."

Yours Sincerely,

Hylan Lewis

Hylan G. Lewis
For the Social Science Division

ATLANTA UNIVERSITY
ATLANTA, GEORGIA

December 6, 1954

Mr. Harold Fleming
Southern Regional Council
63 Auburn Avenue, NE
Atlanta, Georgia

Dear Mr. Fleming:

The Division of the Social Sciences of Atlanta University is pleased to present the distinguished social scientists, Kenneth B. Clark of City College of New York, and Arnold W. Rose of the University of Minnesota in a public forum and a series of seminars Monday, December 13, through Wednesday, December 15. We are certain that you would like to make note of this fact and we cordially invite you, your colleagues and friends to attend and participate. We especially call your attention to the public forum featuring Arnold Rose on the topic "Law and Social Change," which will be held on Monday night at 8:00 o'clock. The full schedule is given below.

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For the Social Science Division

Circulate

Staff

ATLANTA UNIVERSITY
ATLANTA, GEORGIA

THE GRADUATE SCHOOL

April 6, 1955

APR 11 1955

Dr. George Mitchell
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta, Georgia

Dear Dr. Mitchell:

Dr. Paul B. Foreman, Chairman of the Department of Sociology and Anthropology at the University of Alabama, will be a visiting lecturer in the Division of Social Sciences at Atlanta University April 11-13. On Monday at 4:00 P.M., Dr. Foreman will review the "Recent Studies in Panic Behavior." On Tuesday at 4:00 P.M., he will discuss "The Social Structure in American Penal Institutions and German Concentration Camps," and finally, on Wednesday, April 13, at 8:00 P.M., Dr. Foreman will discuss some of the published materials on Project Clear — that is, "Integration in the Armed Forces," indicating parallels and cross references for school integration issues.

As you may know, Dr. Foreman was Research Associate at the University at Johns Hopkins, where he was involved in social science research in action in the armed forces.

The Division of Social Sciencesat Atlanta University would like to extend a cordial invitation to you and your staff to attend either one or both of these seminars and also the public forum on Wednesday evening. I am enclosing a schedule of Dr. Foreman's topics as well as a select bibliography. We hope that you will be able to attend.

Sincerely yours,

Mozell

Mozell C. Hill, Chairman
Department of Sociology

MCH:rav

Enc.

P.S. The seminars will be held in Room 202 of Sage Hall and the public forum will be held in the Lecture Hall of Sage Hall.

Foundations of Social Science
Visiting Lecturer
Dr. Paul B. Foreman, Chairman
Department of Sociology and Anthropology
University of Alabama

Seminar
**Monday, April 11, 4:00 P.M.** --- Recent Studies in Panic Behavior

Bibliography


1. Caldwell, John, et al, "Group Panic and Other Mass Disruptive Actions," U. S. Armed Forces Medical Journal, 2: 541-67 (1951).

2. Glover, E., "Psychological Effects of War Conditions on Civilian Populations," Int. Jl. Psychoanalysis, 23: 17-37 (42).

3. Foreman, P. B., "Theory of Panic," Sociology and Social Research, 37 (5) 295-304 (May 53).

4. Janis, Irving L., Air War and Emotional Stress, New York: McGraw-Hill, 1951.

5. Quarantelli, E. L., "The Nature and Conditions of Panic," American Journal of Sociology, 60 (3) 267-276 (Nov 54).

6. Vernon, P. E., "Psychological Effects of Air Raids," Jl., Ab. & Soc. Psych., 36: 457-76 (41).


Seminar
Tuesday, April 12, 4:00 P.M. --- Social Structure in American Penal Institutions and German Concentration Camps

Bibliography


1. Foreman, P. B., "Guide Theory for the Study of Informal Inmate Relations," SW Soc. Sci. Q., 34 (1953) 34-46.

2. Harper, Ida, "The Role of a Fringer in a State Prison for Women," Social Forces 31 (1952) 52-60.

3. Hayner, Norman S., "Washington State Correctional Agencies as Communities", Social Forces, 21 (1943) 316-22.

4. Jennings, Helen H., Leadership and Isolation, NY: Langmans Green, 1950.

5. Moorer, Sam H., "The Reformatory as an Educational Institution," Nashville, Vanderbilt Library, 1935, (MA Thesis).

6. Nelson, Elmer K., "The Gulf Between Theory and Practice in Corrections," Federal Probation 18 (Sept. 1954), 48-50.

7. Rassmussen, D., "Prisoner Opinions About Parole," Amer. Sociol. Review 5 (1940) 584-95.

8. Riemer, Hans, "Socialization in the Prison Community," Proceedings, American Prison Assn., 67 (1937) 151-5.

9. Schrag, Clarence C., "Social Types in a Prison Community," Seattle, U of Wn Library 1944 (MA Thesis).

10. Weinberg, S. K., "Aspects of a Prison's Social Structure," Amer. Jl. Sociol 47 (1942) 717-26.

Forum
Wednesday, April 13, 8:00 P.M. --- Social Science Research and Action in the Armed Forces

Bibliography

1. Bogart, Leo, "The Army and Its Negro Soldiers," The Reporter, 30 Dec 54, p 8ff.

2. Hausrath, A.H., "Utilization of Negro Manpower in the Army," Jl. Operations Research Society of America 2 (1) : 17-30 (Feb 54). (See also J. F. McCloskey and F. N. Trefethen, Operations Research for Management, Baltimore: Johns Hopkins University Press, 1954, Pg. 352-367.)

3. Mandelbaum, D. E., Soldier Groups and Negro Soldiers

4. Merton R., and Lazarsfeld, P., Continuities in Social Research

5. Nichols, Breakthrough on the Color Front

6. Stouffer, S. A., et al, The American Soldier (Vol 1)

Foundations of Social Science
Visiting Lecturer
Dr. Paul B. Foreman, Chairman
Department of Sociology and Anthropology
University of Alabama

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5. Nichols, Breakthrough on the Color Front

6. Stouffer, S. A., et al, The American Soldier (Vol 1)

June 9, 1955

Mr. C. A. Bacote
The Graduate School
Atlanta University
Atlanta, Georgia

Dear Mr. Bacote:

Many thanks for the letter about the forum series and my participation at 9:30 a.m. at the Davage Auditorium July 5th.

Sincerely,

George S. Mitchell
Executive Director

GSM/eab
cc: Mr. W. J. Lyda

ATLANTA UNIVERSITY
ATLANTA, GEORGIA

June 6, 1955

JUN 8 1955

THE GRADUATE SCHOOL

Mr. George Mitchell
Executive Director
Southern Regional Council
Wesley Memorial Building
Atlanta, Georgia

Dear Mr. Mitchell:

We wish to thank you for your cooperation and willingness to appear on the Summer School Forum Series. We are sure that with your participation the program will be a success.

We are enclosing a schedule which will include the theme, date, place, and subject of your talk. It is our custom to allow the speaker between fifteen and twenty minutes in order that students might have an opportunity to ask questions at the conclusion of the speech.

Yours sincerely,

W. J. Lyda

W. J. Lyda, Director
Summer School

C. A. Bacote

C. A. Bacote, Chairman
Summer School Forum Series

Tentative

ATLANTA UNIVERSITY

1955 SUMMER SCHOOL ASSEMBLY SCHEDULE

9:30 A. M. - Davage Auditorium - Clark College Campus

Theme: "You and Your Community

June 16 - General Welcome . . . . . President Rufus E. Clement
Atlanta University

June 21 - "Desegregation and the Local Community"

Dr. William Boyd, Chairman
Department of Political Science
Atlanta University

June 28 - "Job Opportunities and the Local Community"

Mr. M. T. Puryear
Vocational Guidance Secretary
National Urban League

Dr. Samuel Z. Westerfield, Dean
School of Business Administration
Atlanta University

July 5 - "Working Together in the Local Community"

Mr. George Mitchell
Executive Director
Southern Regional Council

July 12 - "New Opportunities, Expectations, and the Responsibilities of the Negro - 1955"

President Benjamin E. Mays
Morehouse College

July 19 - "Politics and the Local Community"

Dr. Emmet E. Dorsey
Professor of Political Science
Howard University

July 26 - "Social Problems and the Local Community"

Dr. Albert N. Whiting
Dean
Morris Brown College

August 2 - Student Panel: "The Role of the Teacher in the Local Community"

June 8, 1956

Dr. Mozell C. Hill
Editor
Phylon
Atlanta University
Atlanta 3, Georgia

Dear Mozell:

For your information. JHII

Thanks for your letter of May 29th advising me that my paper has been accepted and will appear in the summer number of Phylon. I appreciate this very much. I was concerned that it might become "dated" before it could appear in print. Knowing the high standards of excellence of Phylon and its editor I am confident that any changes that are made will improve, not do violence to, my efforts.

Next, please pardon my delay in acknowledging the questionnaires which you returned to me. You are obviously doing a first rate job under very adverse conditions. I am hopeful that our recital of your developments and plans will inspire others in the S.R.C. family as they have me. Keep up the good work and be assured that I am ready and anxious to co-operate in any way I can.

Sincerely,

John Hope II

JH:RTF

June 21, 1956

Dr. C. A. Bacote, Chairman
Committee on Summer School Programs
Atlanta University, Atlanta, Georgia

Dear Dr. Bacote:

Thank you for your letter of June 20 reminding me that I had agreed to speak at Clark College at 9:30 A.M., Tuesday, June 26 on "Education and Socio-economic Changes."

I am pleased that my good friend, Mozell Hill, will preside at the assembly. I will be there some ten or fifteen minutes before the appointed time and look forward to this opportunity to talk with your summer assembly.

I will be glad to follow your suggested format of a twenty-minute speech and fifteen minutes for questions and answers.

Cordially yours,

Frederick B. Routh
Assistant Director

FBR:mef

Dictated by Mr. Routh. Signed by his secretary in his absence.

ATLANTA UNIVERSITY SCHOOL OF SOCIAL WORK

July 9, 1956

T O: Dr.W. Lyda; Miss Dorothy Prince: Dr. M. Hill: Mr. J. Hulbert
Mrs. M. Hill: Mr. Art Levin: Mr. Harold Fleming; Mrs. Yvonne King.

FROM; Whitney M. Young

Subject : PROGRESS REPORT ON PLANS FOR HUMAN RELATIONS PROJECT.

May I first thank each of you for your cooperation as a group and as individuals for your help thus far in planning the Program for the Human Relations Project which is to take place the week of July 23rd.

Based upon the decisions made at our original meeting with some modifications as result of individual conferences with members of the committee, the National Staff of the American Teachers Association and a more realistic view of facilities and materials, the following progress has been made: (also indicated is the necessity for continued and further cooperation by members of the committee involved in the activities listed below. It would be extremely helpful if those responsible persons would contact me)

(1) Bibliography . Mrs. Mozell Hill has received copies of a number of Human Relation bibliographies and after studying them will then turn over to me on Tuesday, July 10 a selected bibliography for our special project . I will assume responsibility for mimeographing this have having it available in large quantities for interested teachers.

(2) Exhibit Mr. Hulbert, Mrs. Hill and I have met on several occasions to discuss the best possible method and place of displaying the materials gathered from the Anti-Defamation League, the Southern Regional Council and the American Teachers Association and our own library. At our last meeting it was decided that there would be two exhibits, one in the display cases in the Lobby of the main Library and the other (mainly for ATA material) on the first floor of Clark College Administration building where the ATA will be holding all of its meetings.

(3) Attendant We are trying to locate a mature and fairly well informed student who would have the time to serve as attendant at the exhibit. Any suggestions for such a person who will be paid by the ATA will be appreciated.

(4) Films Mr. Hill, Miss Prince and Mr. Lewin have gone thru the ADL library and have selected 4 films which they feel will be both interesting and effective to meet our objective. These films will be previewed on Wednesday, July 11th in Room 102 Clark Administration Building and all members of the committee are invited to attend this preview and make suggestions. This sub-committee has decided it will be best for these film to be shown to the teachers in Sage Hall Auditorium at 7: 30 P.M. Wednesday,July 25th. Prior to showing the film Dr. Hill will act as Chairman and will introduce Mr. Levin who will serve as interpreter of the film. These three people along with other members of the Committee will be available as resource persons for answering questions which might be raised.

(5) Assembly The ATA has assured us that Dr. Walter Ridley of Virginia State College, National Chairman of the Project will be available for the address at this Assembly. Members of the Committee have indicated that it would be fitting for a person in education, preferably Dr. Lyda to serve as Chairman of this Assemnly and to introduce Dr. Ridley.

#2
Memo to Committee
7-9-56

(6) Group Meetings Based on the experiences with this Project in other schools this summer the ATA has suggested that instead of group meetings immediately after the assembly , we make Dr. Ridley available all day Monday and Tuesday to various classes and work shops for the purpose of discussing more in detail the use of Human Relations material in teaching. Since we are pressed for time and this would be a less complicated process than the one previously suggested, several members of the committee have agreed that this will be a more desirable procedure.

It will therefore be necessary for Dr. Lyda as Director of the Summer School to canvass the various work shops and classes to determine a schedule for Dr. Ridley in this connection.

(7) Publicity The ATA is sending poster material which we can place in strategic locations around the campus and in the dormitories. It still seems highly important that in addition our own publicity office should announce this Project and the activities in the next two weekly Bulletins and also have an announcement made in each of the regular assemblies. It would probably also be helpful to have prepared an announcement for each teacher to read in their classes on Monday, July 22nd. This would probably be done thru Dr. Lyda's office.

I trust that the plans as reported above meet with your approval and that we may expect your continued cooperation in the planning of this Project which takes on increasing importance, especially at this time.

July 26, 1956

Mr. Whitney M. Young, Dean
School of Social Work
Atlanta University
Atlanta, Georgia

Dear Whitney:

Harold Fleming asked me to send you the material you requested over the telephone.

I am enclosing, under separate cover, a copy of Lillian Smith's book, copies of a quiz which I made up recently, and a copy of the September 1955 New South, which has an article on race and science. Also, I would suggest you check the new books, The Negro Potential and Goodby to Uncle Tom. They may have some material which will be of help. Anyway, I hope so.

Sincerely,

John Constable,
Managing Editor, New South

JC:mef

ATLANTA UNIVERSITY

The Arts and Sciences Public Forum Series

# "The Pattern of Crisis in the South"

DR. C. VANN WOODWARD

Department of History
Johns Hopkins University

Wednesday, November 14 (1956) Dean Sage Auditorium

8:00 P. M.

Achtung!

HCF
JC
PA
EV
RHA
FBL
MM

GRADUATE SCHOOL OF ARTS AND SCIENCES VISITING LECTURE SERIES

SEMINARS IN SOCIAL SCIENCE
April 2--3, 1957

Dr. Lewis M. Killian,[1] Professor of Sociology, The Florida State University, Visiting Lecturer

Dr. Killian studied at the University of Georgia and the University of Chicago, in the general field of Sociology, with research in race relations under Rosenwald and Sigmund Livingston Fellowships (2 years) at the University of Chicago, after teaching at Iowa State College for a year following 4 years in the Army (1942-46). He taught at the University of Oklahoma 3 years (1949-52).

Topic: SOCIAL CHANGE IN THE SOUTH

April 2, 4:00 P.M. -- Room 201, Sage Hall
Theory and Methods of Studying Social Change

April 3, 4:00 P.M. -- Room 201, Sage Hall
Changes in Attitudes, Public Opinion, and Ideology
(Forces of "Progressive" Change and Resistance)

April 3, 8:00 P.M. -- Public Forum, Sage Hall Auditorium

Forum Subject: CONSENSUS IN A CHANGING SOUTH

Dr. Killian will be available for conferences with interested students and faculty. Appointments can be made in the Department of Sociology, Room 209, Harkness Hall.

1. Dr. Killian is one of our Consultants working with John Hope II

RECEIVED APR 2 1957

# ATLANTA UNIVERSITY

## The Arts and Sciences Public Forum Series

## "Problems of Concensus in the Changing South"

DR. LEWIS M. KILLIAN

Department of Sociology
Florida State University

Wednesday, April 3 Dean Sage Auditorium

8:00 P. M.

November 26, 1957

Mr. James Whitehead
c/o Dr. Mozelle Hill
Department of Sociology
Atlanta University
Atlanta, Georgia

Dear Mr. Whitehead:

I have obtained for your possible use in securing background information on Atlanta a copy of a thesis entitled "Race and Politics: Congressional elections in the fifth district of Georgia, 1946-1952". This thesis was done by Anna Holden for her Master's degree at the University of North Carolina. It was completed in 1955. It pulls together in one place a number of valuable tables and maps on population location, voting, and registration, as well as giving some insight into political alignments in this area.

Because this is the author's only copy I feel that you should make use of it here in my office and thereby let me bear the responsibility for its safe keeping. I am sorry to put this burden on your research sources; however, those of us who are attempting to aid in the gathering of some of the basic materials together will try to have them centralized for your use in those cases where they cannot be turned over to you.

You will soon have some further information from me either regarding the labor situation in Atlanta or materials which are available in this office. The thesis itself will remain on my desk and you may see it here at any time; if I happen to be absent from the office my secretary, Miss Lawson, will be happy to see that the copy is made available to you. Best wishes to you for your end of this endeavor.

Sincerely,

Emory F. Via
Labor Consultant

EFV:fcl

February 19, 1958

Mrs. Josephine D. Murphy
Atlanta University Dormitory
Atlanta University
Atlanta, Georgia

Dear Mrs. Murphy:

I am enclosing a copy of our Annual Report of program activities for 1957. It occurred to me that since we so frequently call on you and your staff, that you should know something of the work to which you have contributed a great deal.

With best wishes,

Sincerely,

Paul Anthony
Administrative Assistant

PA/smf
Enclosure - 1 (Annual Report, SRC - 1957)

SOUTHERN PLANNING COMMITTEE

Atlanta University
March 7 and 8, 1958

I. Review of Each Area Seminar

A. Atlanta - Hal Reeves

1. All at this meeting were heartily in favor of having the proposed conference.
2. The Atlanta report reflected the ideas of the Carolina and Louisiana meetings because the Atlanta group is in agreement with their conclusions.
3. There should be a full, impartial cross-section of various viewpoints.
4. There should be a random selection geographically.
5. Representatives should not be chosen by personalities.

B. Chapel Hill, North Carolina - Roger Foushee

1. Carolina group felt that time is too short to have the conference this spring, and favor a fall conference. Charlie Jones pointed out that tension would be greater next fall, however.
2. Suggested Nashville as a location.
3. Felt that delegates should be students.
4. Purpose of conference should be for students to discuss and share different views, not to pass resolutions.
5. Want all viewpoints represented, if possible.
6. Three hundred was suggested as a good sample representation, coming from all over the South. The question was raised whether it will be possible to get students from the schools in the deep South.
7. Group leaned toward problem solving and a more definite slant in favor of integration.

C. New Orleans - Stephen Andry

1. Andry mentioned the way that he personally, and others, tend to project their own views and to assume that others feel just as they do. He wants to know how the rest of the South really feels.
2. Although most students would accept the idea of an integrated conference, some in Louisiana might not.
3. Suggested small annual follow-up meetings that would change as the problem changes.
4. New Orleans group differs in that they would like four categories represented:
   a. Student leaders
   b. Religious leaders
   c. Faculty members
   d. College presidents or deans of students
5. There should be somewhat of a tension between different viewpoints.

D. Texas - C. C. Haydel

1. There was a general feeling that the proposed conference would be beneficial.
2. Conference should include representatives of radical views at both extremes.

E. Nashville, Tennessee - Martha Morrison

1. There were only two students at the Nashville meeting, and four adults. No Negroes were present.
2. Group felt that the conference should be rather small.
3. Publicity should be neither invited nor avoided.
4. Favored fall conference, because of shortness of time this spring.

F. Memphis, Tennessee - Walter Cody

1. Decided against Easter holidays. (Meeting was held at a time when this possibility was still feasible.)
2. Felt that conference should not necessarily stand for integration, but that its purpose should be to decide how to meet the rising tension in the South.
3. Cody's report was followed by a general discussion of publicity, and the general feeling of the group was that the conference should be kept quiet, or that a few press releases could be given.

II. Goals of the Conference

A. The conference should have definite goals or it would not prove worthwhile. Suggested goals:

1. To bring together people of good will to discuss the problems arising out of racial tensions in the South.
2. To help those attending understand the problem. Even if no opinions were changed, this would be a worthwhile goal.
3. To help each participant more clearly develop and formulate his own thinking on the race question through the interaction of fact and varying opinion.
4. The interracial, interpersonal experience of this conference would be valuable in and of itself.
5. There was some feeling that the conference should help those participating to more clearly understand the necessity of desegregation and integration.

B. There was discussion concerning the general direction of the conference.

1. There was some feeling that the conference should be open and flexible, involving people of all points of view, taking no definite position, but leaving the representatives to draw their own conclusions.
2. It was suggested that the organizations working on the conference are committed to desegregation, that most available propaganda is segregationalist, and that the conference should therefore deal with the need for desegregation and desegregation techniques.
3. It was pointed out that the very interracial nature of the conference would attract a majority of delegates favoring the more liberal position.
4. It was the consensus of the group that the conference should be open, and that every effort should be made to attract participants of varying points of view.

C. Ray Farabee summed up the goals:

1. Willingness to come together and consider the problem.
2. Securing an understanding of the whole problem.
3. Study of solutions to the problem by consideration of specific campuses and their problems.
4. An effort to overcome the hostilities that keep people apart.

D. Is the convening of a Southern conference the better way to achieve these goals?

1. There was a feeling that if a general picture of all Southern viewpoints was to be presented, the conference must be Southwide. Many felt that it is desirable to give students from different places a chance to hear different viewpoints. All seemed to agree that a Southwide conference would be most worthwhile.
2. It was suggested that small regional conferences might be more effective. The group generally felt, however, that small meetings would be more effective as additional planning meetings, or as follow-up meetings after the conference.

E. What can Southern students, working together, hope to achieve?

1. Better understanding
2. Provide an atmosphere for free speech
3. Experience of informal exchange
4. Experience of acceptance among people
5. General discussion followed, concerning the total problem of student involvement in this area. The problem of apathy among students was discussed, and it was brought out that many of their actions and decisions are often based on fear. They should find areas in which they can make decisions on their own. What responsibilities should students take in the community? These are broader questions than the question of what can be achieved at the conference.

F. How can we work effectively across organizational lines on local campuses and in the Southern area?

1. Groups can cooperate most effectively when projects are in the idea stage. If ideas are developed before sponsorship is requested, the sponsor doesn't feel a part of the project.
2. A coordinating group is needed to cooperate among campus organizations.

III. <u>Location, Date, Sponsors, and Participants</u>

A. Where and when should conference be held?

1. Since spring conference was generally ruled out because of time element, choice was between summer or fall. Thanksgiving vacation was suggested.
   a. Easier to get away from school for several days.
   b. But some parents would object to their children being away at Thanksgiving.
   c. Easier to find adequate housing on campus during vacation.
   d. But many activities are scheduled for Thanksgiving, so there would be more than the ordinary number of conflicts.

2. Weekend of October 31, November 1 and 2, was suggested.
   a. By starting registration on Thursday night, three days would be left for the conference.
   b. This is earliest possible date, since October would be needed for campus contact work.
   c. It was decided, however, that if necessary to obtain more desirable facilities, the conference would be held over Thanksgiving weekend.
   d. The Administrative Committee was authorized to make the final decision about the dates of the conference.

B. Possible locations for conference

1. Ideal location would be a white campus, since all other integrated conferences have had to be held at Negro schools. But chances of getting a white school to accommodate such a group are very slim, unless possibly it could be arranged during a vacation.
2. A religious conference ground was mentioned as a possibility. It was felt that this would not leave the group open to the criticism that might be raised if the conference were held at a resort, as was briefly considered.
3. After discussion, the group generally agreed that a college campus would offer the most desirable facilities, and leave least room for outside criticism.
4. Wherever conference is held, all agree that the group must be housed together if the conference is to be effective.
5. Of necessity, details of arrangement must be left to administrative decision, since neither date nor location of the conference can be definitely determined without more detailed investigation of the possibilities discussed.
6. Some specific locations mentioned were:
   a. University of Oklahoma
   b. Spring Hill College
   c. Atlanta University
   d. Nashville colleges

C. Sponsorship

1. It would be desirable to have the NSA, denominational groups, and other prominent, responsible campus groups as sponsors.
2. Rilling and Levin said they believed the Y and Hillel would sponsor if the denominational groups would, but it is easier to get the religious groups to participate than it is to get them to sponsor.
3. Max Heirich said that the American Friends Service Committee could be secured as a sponsor.
4. Some felt that NSA sponsorship would scare off the deep South schools.
5. USCC response has been very good, and they would probably be willing to sponsor.
6. It was suggested that it would be better to have the program planned and to show it to the religious groups when asking them to sponsor.
7. There should be some adult representation at the conference from each sponsoring group.
8. No definite decision was reached, since it is really more a question of who will agree to sponsor. Groups we will try for are denominational groups, Hillel, YM and YWCA, Newman Club, and AFSC.

D. Participants

1. The majority of the group seemed to feel that delegates should be largely students, although some felt that certain adult leaders should participate.
2. Some felt delegates should be chosen from among outstanding campus leaders. Others felt they should be chosen from all who show potential for leadership.
3. It was brought out that sophomores and juniors should be represented at the conference if it is to have any lasting effect.
4. The question of how many students should attend the conference will have to be largely determined by practical considerations, such as finances and accommodations available. There was a general feeling that 100 to 150 students would be a good number.
5. How should delegates be selected?
   a. By personalities
   b. Student leaders
   c. By setting up a quota system, selecting certain schools and assigning an arbitrary number of possible representatives.
      (1) It was felt that by this method many more would be invited than would actually show up, but a fair representation of various viewpoints would be obtained.
      (2) Under this system, we would need a contact on each campus to take responsibility for getting delegates, a staff member to travel and do recruiting, or a group or organization on each campus through which we could work.
      (3) Student groups could get together across the board to decide who to send.
   d. Have two representatives from each school, one from a religious group and one from student government.
   e. It was decided that delegates would be recruited by some modification of plan 'c'.
6. Whose point of view should delegate represent?
   a. That of his school or area.
   b. His own.
      (1) His own views are the only ones a delegate can present except under most formal circumstances.
      (2) One object of the conference is to get students together to talk freely and informally.
      (3) The viewpoint of each delegate's area will come out to some extent in any case.
   c. It was decided that delegates would represent their own point of view.

E. It was decided to hold area planning meetings to bring in students who will still be involved by next fall. These meetings could plan and assign contact and organizational work, and deal with finance and recruitment. Plans are for meetings in:

1. Mississippi or Alabama, possibly in Jackson, Mississippi -- Paul Rilling and Max Heirich
2. Memphis -- Mike Cody
3. Nashville -- Martha Morrison
4. Atlanta -- Paul Rilling
5. Chapel Hill -- Roger Foushee

6. Virginia -- Paul Rilling (Jerry Bonney)
7. University of Florida, Gainesville -- Charlie Jones (Charles McCoy)
8. Texas -- Ray Farabee
9. Kentucky -- Ray Farabee
10. Winthrop, Rock Hill, South Carolina -- (Dorothy Jones)

IV. Program

A. Question of how broad focus of conference is to be.

1. Some want it to cover interpretation of pattern of events in terms of sociological, political, economic, religious, etc., aspects.
2. Others feel it should cover these things only as they happen to come into a more specific focus on the situation on the college campus.
3. Some favored a focus on race relations.
4. Some favored a focus on prejudice in general.
5. Some favored a focus on desegregation specifically.
6. There was a feeling that there should be emphasis on what the individual can do, both in school and later.

B. Should conference be made up of speeches, workshops, etc.?

1. There was a feeling that there should be a minimum of speeches, giving various points of view.
   a. It was generally agreed that there would be three or four speeches, that the first would be a fairly objective analysis, that the two or three others would be conflicting points of view, ranging from segregationalist to integrationalist.
   b. There should be at least one Negro speaker.
   c. Opinion was divided as to whether speakers should speak emotionally or factually, and whether any speaker can be unemotional on the subject of racial tensions.
2. Specific speakers suggested:
   a. Tom Waring, of the Charleston News and Courier
   b. Don Shoemaker, of the Southern School News
   c. Harry Smith, of the University of North Carolina; a religious speaker
   d. Martin Luther King
   e. Harry Ashmore
3. There should be workshops on various aspects of the problem, such as:
   a. Desegregation
   b. What can students do, and what is their responsibility?
   c. Relationship between college and community
   d. Where is the South today, and what are the forces at work today?
   e. What can we do to better relationships on the segregated campus?
   f. Civil liberties on the campus
   g. A consideration of the emotional factors involved

C. The title for the conference will be "The College Student and the Changing South. A consideration of racial tensions confronting the Southern campus."

D. It was suggested that there be six workshops made up of twenty-five students each, and that each one should meet several times.

E. It was suggested that a jazz combo be used as one means of communication.

F. It was suggested that the conference proceedings be published and distributed.

mr

Call
At JBR

# ATLANTA UNIVERSITY

ATLANTA, GEORGIA

March 27, 1958

SCHOOL OF SOCIAL WORK

EFV — to cover for JH

Mr. Fred Routh
Southern Regional Council
63 Auburn Avenue, NE
Atlanta, Georgia

Dear Fred:

This is to remind you of your responsibility at our Human Relations Workshop, co-sponsored by the Atlanta and Georgia Councils on Human Relations. This Workshop will be held on Wednesday, April 9 at 10:00 a.m. at the All Saints Episcopal Church.

Specifically, your responsibility will be to give a summary of the workshop reports at 3:30 p.m. However, we are expecting all persons on program to be present at the entire workshop session beginning at 10:00 a.m.

Your cooperation with us is greatly appreciated.

Sincerely yours,

Whitney

Whitney M. Young, Jr.

WMY/ww

P.S. I am assuming you have already informed John Hope that we are expecting him as a resource person for the "Factfinding and Local Survey" workshop.

WMY

MEMBER UNITED NEGRO COLLEGE FUND

October 24, 1958

Mrs. Helen Coulborn
Atlanta University
Atlanta, Georgia

Dear Mrs. Coulborn:

We are most grateful for your considerable help to Dr. Gericke during his Atlanta visit and for the evening in your home which you provided for him and Mrs. Nakanishi. Such help is well beyond the call of duty and we are aware of that fact.

As we agreed earlier, we will be happy to reimburse you, such expenses as encountered. If you will let me know the amount, we'll get a check off to you.

Again, our thanks.

Sincerely,

Paul Anthony
Administrative Assistant

PA/mf

November 7, 1958

Mrs. Josephine D. Murphy
Atlanta University Dormitories
50 Chestnut Street, S. W.
Atlanta, Georgia

Dear Mrs. Murphy:

Enclosed is our requested reservation list. If it is convenient would you please plan on billing SRC for the total amount.

We look forward to having you join us for dinner on Monday evening at 7:00 P. M. And, as usual, we are extremely grateful to you for your invaluable assistance.

Sincerely,

Paul Anthony
Administrative Assistant

PA:ls

January 5, 1959

Dr. Harry V. Richardson
President
Gammon Theological Seminary
Atlanta 15, Georgia

Dear Dr. Richardson:

Thank you for your letter of January 2. I am honored by your invitation to speak at the forthcoming Annual Convocation of the Atlanta University Center. You may count on me.

Unfortunately, I don't have an academic gown and will have to rely on the foresighted provisions at Sister's Chapel. As you may know, I have only a lonely A. B. degree.

With warm regards,

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

GAMMON THEOLOGICAL SEMINARY
ATLANTA 15, GEORGIA
OFFICE OF THE PRESIDENT

January 2, 1959

Mr. Harold C. Fleming
The Southern Regional Council, Inc.
63 Auburn Avenue, N.E.
Atlanta, Georgia

Dear Harold:

This is in pursuance of our telephone conversation. First let me thank you for accepting to speak to the Annual Convocation of the Atlanta University Center on January 25. This is the time when the six schools come together for a joint service. There will be between 1,000 and 1,500 students and faculty persons present.

I can think of no finer subject for this occasion than some word from you on the present status and, perhaps, the hope for human relations here in the South. Whatever you wish to say will be most helpful. The average time for the address on this occasion is about twenty minutes, but you may feel free to take as much time as you wish. The occasion affords a modest honorarium.

The service begins at 3:00 p.m. If you have an academic gown, please bring it. If not, we can provide one for you at the auditorium. The service is held in Sister's Chapel at Spelman College.

If you wish any further information, please let me know. Meanwhile I speak for the entire university community in saying that we are grateful and fortunate at your coming.

All best wishes for the new year.

Sincerely,

Harry V. Richardson

Harry V. Richardson
President

MEMBER UNITED NEGRO COLLEGE FUND

HVR/eab

GAMMON THEOLOGICAL SEMINARY
ATLANTA 15, GEORGIA
OFFICE OF THE PRESIDENT

January 19, 1959

Mr. Harold C. Fleming
Southern Regional Council, Inc.
63 Auburn Avenue, N.E.
Atlanta 3, Georgia

Dear Harold:

This is just a further word regarding the Convocation of the Atlanta University Center next Sunday. The service will be held in Sisters Chapel, Spelman College. Please come to the platform entrance of the chapel, which is at the rear of the chapel building. I hope you can be there ten or fifteen minutes beforehand. I will be there to greet you. We will provide a gown for you.

We are all very happy that you will be with us in this service. I think you will enjoy it. If you have any questions, please do not hesitate to call me.

Sincerely,

Harry V. Richardson

Harry V. Richardson
President

HVR/eab

MEMBER UNITED NEGRO COLLEGE FUND

January 27, 1959

Dr. Harry V. Richardson
President
Gammon Theological Seminary
1 McDonough Boulevard
Atlanta, Georgia

Dear Dr. Richardson:

Here is the copy of my remarks which you were kind enough to request. I have also sent a copy to the Spelman Messenger.

Warm regards.

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf
Enclosure - 1

February 13, 1959

Dr. Harry V. Richardson
President
Gammon Theological Seminary
Atlanta 15, Georgia

Dear Dr. Richardson:

Many thanks for your kind letter of February 11 and for the generous honorarium. The latter enriches the coffers of the Council, and your kind words enrich me.

Let me return the compliment by saying how much I admired your presentation at Emory University the other night. I have heard many appreciative comments on it.

With warmest regards,

Sincerely,

Harold C. Fleming
Executive Director

HCF:ls

GAMMON THEOLOGICAL SEMINARY
ATLANTA 15, GEORGIA
OFFICE OF THE PRESIDENT

February 11, 1959

Mr. Harold C. Fleming
63 Auburn Avenue, N.E.
Atlanta 3, Georgia

Dear Harold:

The best way I can tell you how helpful your message was at the University Convocation is to say that the publications of two colleges in the Center will carry the message in its entirety. It is quite possible that one or two other colleges will carry it, too.

Let me say further that the message was exactly the type of thing that we wanted for this occasion. It was scholarly, factual and had a definite practical value. Judging from comments I have received, it was also very "inspirational."

Enclosed is a little token of appreciation.

All best wishes. We shall look forward to your being with us on many future occasions.

Sincerely,

Harry V. Richardson

Harry V. Richardson
President

HVR/eab
Encl.

$50.00
CR
Nha.

MEMBER UNITED NEGRO COLLEGE FUND

ATLANTA UNIVERSITY
ATLANTA, GEORGIA

May 3, 1959

THE GRADUATE SCHOOL

Mr. Harold Fleming
Southern Regional Council
63 Auburn Avenue
Atlanta, Georgia

Dear Harold:

I would like to thank you in behalf of the Association of Social Science Teachers Association for placing our annual meeting in the proper perspective.

I wish to add that the paper by Les Dunbar is still the talk of members. It is agreed that we have never heard a more objective and penetrating analysis of race relations. Again, I thank you.

With kind regards, I remain

Sincerely yours,

John

John D. Reid

MEMBER UNITED NEGRO COLLEGE FUND

Bacote
Atlanta University

RECEIVED MAY 6 1959

NEGRO PROSCRIPTIONS, PROTESTS, AND PROPOSED

SOLUTIONS IN GEORGIA, 1880-1908

Following Reconstruction in Georgia, the Negro not only was the victim of political disfranchisement and educational discrimination, but suffered humiliation in the form of "jim-crow" laws, lynching, and the convict lease system. These forms of racial proscription brought forth numerous protests from Negroes but to no avail. Convinced of the futility of striving for first-class citizenship in such an environment, some Negro leaders proposed three avenues of escape, namely: (1) back-to-Africa, (2) exodus to the North, and (3) colonization in the frontier West. By these means, they hoped, Negroes might be able to acquire those rights and privileges guaranteed by the United States Constitution.

"It is paradoxical", says Woodward, "that the barriers of racial discrimination mounted in direct ratio to the tide of political democracy among the whites".[1] Antagonism between the poor whites and Negroes dated back to the antebellum period and continued after the Civil War, but it was intensified as the two groups became competitors in the labor market. Knowing that they were despised by both the upper-class whites and the freedmen, the poor whites struggled to maintain a floor below which no whites would fall and at the same time would serve as a ceiling above which no Negroes could rise.[2]

Meanwhile, the upper-class whites, who did not wish to see the Southern social and economic structure fractured by a coalition of the poor whites and Negroes, aided and abetted this racial friction by stressing to the poor whites the importance of maintaining white supremacy to prevent Negro domination. Thus white supremacy was the dominant note and the average white voter was blind to the fact that "Negro domination" was a fantastically false appeal of politicians who had succeeded finally in enslaving the white voter through propaganda. To strengthen the

allegiance of the poor whites to the existing social and economic arrangements, the ruling class proceeded in a limited way to establish schools and factories for them. This served to widen the educational and economic gap between the poor whites and Negroes.[3]

JIM-CROW TRANSPORTATION

In 1870, as a result of a bill introduced in the Georgia legislature by two Negro members, James Porter of Chatham County in the House,[4] and George Wallace in the Senate,[5] an act was passed which stated that "all common carriers of passengers for hire in the State of Georgia shall furnish like and equal accomodations for all persons, whithout distinction of race, color, or previous condition".[6] But by 1890, the growing antagonism between the poor whites and Negroes was reflected on the State level when the Alliancemen (forerunners of the Populists) gained control of the Georgia legislature by electing 160 of the 219 members.[7] While the Alliancemen advocated a liberal platform,[8] at the same time they enacted several laws which were definitely designed to emphasize the inferior status of the Negro; the most vicious one was the "jim-crow" law.

When Representative S. W. Johnson of Appling County introduced a bill in the Georgia House on July 20, 1891, requiring the railroads to furnish separate coaches for whites and Negroes with equal accommodations for both races,[9] Representative Lectured Crawford, Negro, from McIntosh County, told the House that

> The railroads would not give equal accommodations if this act were to become law, and as long as I buy a first class ticket I have a right to such accommodations, whether I am considered below the other race or not. . . .The railroads sell us first class tickets and then put us into cars where white men come in and smoke, use all kinds of indecent language, drink whiskey out of water cups, and they call this first class passage.[10]

While this bill was under discussion in the House, the Georgia Colored Alliancemen were holding their state meeting in Atlanta. A committee to memorialize

the legislature was appointed with J. W. Carter as chairman, to ask for better laws, not race legislation, but "such laws as will better the condition of the colored race, and promote their happiness and advance the cause of education".[11] On July 23, the members of this committee visited the legislature and took seats in the gallery. Representative J. M. Holzendorf, Negro member from Camden County, obtained permission from the house to allow a representative from the Negro Alliance to address them for ten minutes. Just before their spokesman, J. W. Carter, began to speak, the Alliance members were invited to take seats on the floor of the House. In his plea against the bill, Carter said in part:

> The white people. . .have sold themselves to the negroes. . . You ask them to vote for you, and when you ask the negro to vote for you, you are due him a return of the compliment. We negroes are voting for you now. Some of these days we expect you to vote for us.

After complimenting the Alliance legislature on its successful campaign, Carter turned to the social relationships of the races.

> We don't want social equality. All the negro wants is protection. You white people attend to your business and let us alone. . . .The Politicians and the lawyers say you must keep us negroes down. But that is not right. . . .If you have a sow that has a lot of pigs, some white ones and some black ones, you don't kill the black ones, do you? No sir. You think just as much of the black pigs as you do the white ones. . . .If this old state of ours should be threatened, these negroes-your mothers in black - would be the first to offer themselves in her defense.[12]

It was unusual for a Negro visitor to be extended an invitation to address the legislature from the floor, but the speech was well received. Many of the members congratulated Carter for his keen logic. However, despite Crawford's protest and Carter's appeal for justice, the "jim-crow" bill was passed by both Houses and was signed by Governor Northern. The law, known as the "jim-crow" Transportation Act", required the railroads to provide equal accommodations for whites and Negroes but this did not apply to sleeping cars.[13]

This "jim-crow" law drew nation-wide attention. The Chicago Appeal declared

that

> A state cursed with such a legislative body almost deserves commiseration. . . .The state of 'Wisdom, Justice, and Moderation' is thus set back in this enlightened age by the recent wretched legislation which was a Farmer's Alliance body.[14]

Negroes themselves were disappointed in this group whose platform seemed to incorporate ideas of justice and fair play. In a lengthy editorial, the Savannah Tribune observed:

> The past twelve months have been more prolific of legislation in the Southern States directly antagonistic to the Negro than any similar period since the days of Reconstruction.
>
> . . . .in the states dominated by the Farmer's Alliance, and in those legislatures where their influence has been strongest and most commanding, has this tenecency to reactionary legislation been most active and pronounced.
>
> . . . .These exhibitions of prejudice. . .are simply an expression of hostility to the Negro injected by the white farmers of the South into the great currents of passing political opinion. They represent the feeling of the agricultural class always more strongly wedded to old ideas and less susceptible to the newer teachings of an enlarged and progressive humanity. They have their origin in an order dominated from its incipiency by a feeling of enmity to the Negro.[15]

Negroes pleaded with Governor Northern to force the railroads to provide equal accomodations for both races.[16] The Negro Press Association of Georgia drew up resolutions advocating the same.[17] These pleas were ignored; consequently, Negroes were herded into crowded coaches without ice water, towels or soap, and men and women were forced to use the same lavatory facilities.[18]

Since the railroads refused to provide better facilities for Negroes, they were advised to stop patronising railroad excursions and save their money. In most instances these excursions were frequented by the worst element of Negroes which did the race much harm.[19] The Reverend J. W. Carter, pastor of the Boulevard A. M. E. Zion Church in Atlanta, said "the colored people keep plenty of money ahead in the railroad treasury from the excursion business to take care of and re-

pair all the Jim Crow cars, where the Negroes and dogs ride together. . . . Enough Money is spent in one season by Negro excursions to buy one-fourth of the Indian territory." When Negroes returned home from such excursions, continued the Reverend Mr. Carter, they usually found themselves with insufficient money to pay their rent, to buy food, and to provide for their children.[20]

"Jim-crow" trains were followed by "jim-crow" street cars in various cities in Georgia. For years Negroes were privileged to occupy any seat in the street cars, but beginning with Atlanta in the early part of the 1890's, all Georgia cities gradually enacted ordinances providing for "jim-crow" seating arrangements on public transportation. This action by the Atlanta City Council prompted Negroes to initiate a movement to boycott the street cars.[21] "The time has come", declared a group of Negro women in Atlanta, "when such actions are necessary to secure our rights. What's the use of giving any man or corporation our patronage when it is not appreciated".[22] To Negroes, the "jim-crow" policy was absurd. "It is no mor contaminating. . . for colored persons to ride in the same car with white persons than for them to cook for them and do other domestic duties".[23]

Savannah did not establish "jim-crow" street cars until 1906 although efforts had been made earlier without success. When such a proposal was made in 1902, President Baldwin, of the Savannah Electric Railway, told a reporter for the Savannah Morning News that

> It is really not a question of the separation of the races, but of the cleanly from the uncleanly. Now, I do not mind sitting by a decent clean Negro on a street car, and I believe there are few people who do. Uncleanly persons of either race are objectionable, however, so that it may be seen that it is really not a question of segregation of races.
>
> Whenever the effort to separate the races has been made it has resulted unsatisfactorily. . .People recognize its inconveniences and difficulties, andthey are soon ready to revert to the old system of getting a seat wherever you can.
>
> It is difficult to make the people take the places set apart for them by law. A policeman would have to ride on every car to enforce

> a measure for the separation of the races. They had to do it in Jacksonville. The white pepple are worse, too, than the Negroes. A Negro will sit where he is told, as a rule, but a white man will kick. Let a white passenger find all the seats in the section reserved for his race taken and he will move down to the Negro section, if there are vacancies there. He will probably think the law all right, but that it wasn't intended for him.[24]

This feeling on the part of the officials and the better element of Savannah prevented passage of the "jim-crow" ordinance by the City Council at that time. Shortly after this a second "jim-crow" bill was introduced in the Council but was defeatzd, and the councilman who sponsored the measure failed to win reelection.[25] However, by 1906 the minds of the white people had been inflamed against the Negro by the race-bating tactics of Hoke Smith in the gubernatorial race of that year. Furthermore, many poor whites were moving into the city from the rural areas, bringing with them their deep seated prejudices against the Negro.[26] Thus the time seemed propitious for a "jim-crow" street car law and such a measure was proposeda third time in the City Council. At first the ordinance was withdrawn, but a resolution was passed suggesting that the city police be authorized to enforce the state segregation law. This was adopted immediately, and the street car company complied.[27]

Negroes were incensed and immediately laid plans to boycott the street cars. Hackmen and street wagons were pressed into service to carry Negroes at a reduced rate.[28] The pastor of the Second Baptist Church, the Rev. J. J. Durham, advised his members to stay off the cars.[29] A group of enterprising Negroes organized the United Transport Company which planned to invest in vehicles to meet the emergency.[30] Negroes were advised to walk because walking was healthy. If they lived a long distance from their destination, they were advised to start earlier, "thereby increasing your health and your wealth".[31] Those who defied the request were castigated as traitors to the race -- especially the preachers. "For a few paltry dollars they will sell their manhood rights and endeavor to ruin those who

are weak enough to follow them".[32] Despite this defection among the Negroes, the boycott could not be regarded as a complete failure because President Baldwin of the Savannah Electric Railway told the City Council that the "jim-Crow" law had cost his company fifty thousand dollars in revenue.[33]

LYNCHING

Lynching, which added to the social degradation of the Negro, was another weapon used by the southern whites to keep the Negro in his place.[34] Between 1888 and 1903 there were 241 Negroes lynched in Georgia, second only to Mississippi which had 294 for the same period.[35] Despite the pleas of Negroes to the federal government urging that legislation be enacted for their protection against this barbarous practice, nothing was done. The Republican Party was just as lukewarm in this respect as the Democrats.[36] Although there was an anti-lynching law passed during the administration of President Benjamin Harrison, it was inspired by the protests of the Italian government against the lynching of eleven Italians in New Orleans and was designed to protect foreign nationals rather than the Negro. In his last massage to Congress, December 6, 1892, Harrison made the first presidential recommendation to Congress to adopt measures to curb this evil practice. Since only three months remained in his term, no action was taken. It remained, however, for the only Negro Congressman at the time, George White, of North Carolina, to introduce on January 20, 1900, "the first bill to make lynching of American citizens a federal crime", but it died in the Judiciary Committee.[37]

Lynchings were so prevalent in Georgia that Negroes became convinced that few of the victims were actually guilgy.[38] In fact, it was proposed that Negroes should set aside Memorial Day, May 30, for the purpose of paying respect to the innocent victims of mob violence, and ministers were urged to enlist the support of their congregations for such a movement.[39] Although rape was the most publicized

reason given for lynchings, actually only about one-fourth of them were attributed to the crime. But because Negroes were actually guilgy of rape in some instances, the prejudices of the whites toward them were intensified.[40] On the other hand, while countless Negro women were forced to submit to the lust of white men, Southern "justice" made no provision for this. As the Savannah Tribune observed, "The very men who are abridging our rights are the ones who are ruining our daughters".[41]

In the gubernatorial race of 1892, Governor Northen was reelected over his populist opponent, W. L. Peek, with the majority of Negro voters supporting him. This action was taken despite the fact that the bosses of the state Republican organization endorsed the Populist candidate.[42] However, most Negroes, like Bishop Henry McNeal Turner of the AME Church, felt that Northern deserved the Negro vote because of the courage of his convitions.[43] Furthermore, many Negroes were suspicious of the Populist Party, feeling that ist members represented the uneducatied classes in the state and were responsible for the proscriptive legislation passed by the Alliance legislature of 1890-1891.[44]

The Governor became very popular among Negroes by recommending in his inaugusal address that a more stringent law to prevent lynching be passed. By his proposal a sheriff who was negligent in protecting a prisoner in his custody would be subject to a fine and imprisonment and suspension or dismissal from office.[45]

This stand taken by the Governor induced the Negro Press Association of Georgia at tis meeting in Atlanta on June 20, 1893 to adopt a resolution endorsing the Governor's position as well as the support given by the better element of whites. It also expressed its appreciation to the AtlantaConstitution, Augusta Chronicle, and other papers for the interest they manifested relative to the

general welfare of the Negro.[46] When the legislature passed a law incorporating many of the recommendations of Governor Northen, Bishop Turner issued a call for Negro mass meetings to be held on Emancipation Day, January 1, 1894, to give thanks for the new law against lynching. From now on, said Bishop Turner, Georgia would serve as a model for the other states; no state in the Union was blessed with such an honorable body of men to represent them in government. "Prosperity shall enthrone her future".[47]

These were noble words coming from the acknowledged spiritual leader of the Negroes in Georgia. The lawless element of the white population, however, did not heed them, for lynchings continued unabated. In his message to the legislalature on October 23, 1895, Governor W. Y. Atkinson deplored these lynchings and asked the Assembly to enact a law which would empower him to remove from office a law officer who permitted a mob to take a man from his custody. In addition, he proposed that the administrator of the family of the victim should have the right to recover from the County the full value of his life. He stated:

> What excuse can be given for this conduct when our race has control of the Legislature and the courts, furnishing both the judges and the jurors? No white man should insist upon the infliction of punishment in a case where he is unwilling to entrust the trial to the most intelligent and upright of his race.[48]

The mounting number of lynchings in the state brought forth criticism from Negroes in ge[illegible] the most brutal lynchings in Palmetto, Georgia in 1899, [illegible], of Brunswick, wondered when the white man would stop killing Negroes. He asked:

> What has the Christian religion done for you who talk about the Christianization of the world?. . . .Have you ever seen the Ten Commandments? From your acts where does the white man get his cruel instructions?
>
> Nursed in childhood on the Negro's breast, enriched in manhood by the Negro brawn, aided by the Negor's loyalty, yet he rewards the Negro by extermination.[49]

The Reverend John J. Gordon, in an Emancipation Day address at the First Baptist Church in Savannah on January 1, 1899, said that lynching was "an injustice equal to that imposed upon the people of Cuba by the Spaniards". He urged the federal government to pass legislation to protect Negroes from this barbarous practice as well as to guarantee them justice in the courts.[50]

Bishop Turner was so provoked with the callousness of the Republican Party toward lynchings in the South that he announced his intention to support William Jennings Bryan for president in 1900 as opposed to William McKinley. He claimed that he was neither a Democrat nor a Republican, but a Prohibitionist who would vote for Bryan

> . . .five times before I would vote for William McKinley. . . because we have tried McKinley for four years and he is of no benefit to the black man, except in giving some of them just a few offices, but the great bulk of my race receive no more recognition at his hands than a man who has been dead twenty years.
>
> . . .I am willing as a Negro to try some other white man. . . . Grover Cleveland turned out to be one of the ablest and best presidents that ever graced the nation. . . .Ohio has given us three presidents, and if any of them was ever any account, so far as the Negro is concerned, I have yet to learn about it.[51]

Turner declared that the vital question concerned discrimination, proscription, disfranchisement and lynchings, the latter having increased almost fourfold since McKinley had been president. Bryan, he thought, would take the necessary measures to curb them.[52]

However, with the disfranchisement movement burgeoning at the turn of the century, many white supremacists attributed lynchings to politics. Mrs. Rebecca Felton, the widow of the leader of the Independent movement in Georgia during the 1880's, declared that "when you take the Negro into your embrace on election day to control his vote. . .so long will lynching prevail". She proudly proclaimed that the white women of the South had to be protected from Negroes, even if it

was necessary to lynch one thousand weekly.[53] In explaining a lynching that occurred in Newnan, Governor Candler said that the trouble could be laid to one factor, politics.[54] Ex-governor Northen, who was elected in 1890 and 1892 with the aid of Negro votes, told the Congregational Club at Tremont Temple in Boston on May 23, 1899, that the politics learned by Negroes during Reconstruction were responsible for all the ills that beset the South. Furthermore, he accused the Negro of being ungrateful in that he voted against his best friends in most elections. As long as these conditions prevailed, concluded Northen, lynchings and outrages would continue in Georgia.[55]

Probably the worst lynching in a modified form occurred when two Negroes convicted of murdering four members of the Hodges family were burned at the stake in Statesboro, Georgia on August 16, 1904,[56] a crime so heinous that even the Charleston (S.C.) News and Courier exclaimed that "The eyes of the country and the civilized world are fixed on Georgia. What will she do"?[57] Referring to this incident in a speech at Spartanburg, South Carolina, Senator John Sharp Williams of Mississippi, declared that the Statesboro lynching cost the Democrats the support of a quarter of million votes throughout the country in the national election of 1904. "The very affair itself", said Williams, "is a confession on the white man's part of his incapacity for self-government under his own laws. . . .I feel it my duty to say to a southern audience that things like the Statesboro affair must stop."[58] This statement, coming from one"who was a little more polished than other demagogues",[59] was a serious indictment against those who advocated Negro disfranchisement but favored preserving the white vote, even though the whites were not educatied, because of their "inherited" qualities.

To say that all white citizens in Georgia approved of the open defiance of law and order would be misleading. There was a small minority that voiced its

protest but to an ever diminishing audience. One of these individuals was Superior Court Judge Richard B. Russell of Winder.[60] As a judge he proved himself one who desired to see justice prevail regardless of th e parties involved. This attitude was demonstrated in 1904 when he ordered the grand jury of Franklin County to bring the lynchers of one John Ware, a Negro, to trial. He denounced lynching as a relic of barbarism and declared that when mob rule replaced authority, "you have created something that is subversive of every principle of good government".[61]

CONVICT-LEASE SYSTEM

Further degradation of the Negro in Georgia was caused by the peonage-like convict-lease system established by the state to secure cheap labor. This practice was in keeping with the economy program adopted by the Bourbon Democrats since it relieved the state of supporting the penitentiary and, in theory, was supposed to provide revenue. To provide an abundant supply of convict labor, the criminal code was revised to make petty offenders subject to very little sympathy from the courts. The legislature was generous in granting to vested interests, planters, and politicians, long term leases extending from ten to thirty years, from which concessions they reaped immense profits.[62]

When the "Prison Reform Bill" was presented to the Georgia House in 1876, Representative James Blue, Negro member from Glynn County, made an impassioned plea to the members to do justice to the Negroes. He opened his speech by declaring that he was vitally interested in this question since his people composed three-fourths of the convicts and that therefore he opposed the practice of farming them out in squads. Citing numerous cases of inhuman treatment, he begged the legislature to make the necessary reforms so that when the prisoners had served

their sentence, they "would not go back into the world cripples and invalids in health or outlaws in morals", but come out as reformed men ready to take their places in society once more. The speech was so well received that it had much effect in securing the passage of the bill in the House by an overwhelming vote.[63] Later the Governor, on April 14, 1876, proclaimed "an act to regulate the leasing of convicts by the Governor, authorizing him to make contracts in relation thereto and for other purposes".[64]

Despite the passage of the bill, abuses continued to be practiced in the convict camps and a serious debate ensued in the legislature on this issue in 1881. Representative T. W. Milner, white, of Bartow County, introduced a bill "to provide for the better inspection and control of the convicts of the state". Milner stated that the present bill was inadequate. He cited the case of a young white convict in Dougherty County "with a Negro guard on one side, and a Negro guard on the other side, and a Negro guard behind. . .whipping him". He asked that the system be abolished,[65] although his motives seemed to have been based on different grounds than those which were to be expressed by the Negro legislators.

Two of the five Negro members of the House spoke against the convict lease system. One was Representative Ishmael Lonnon of Dougherty County.[66] Lonnon said:

> I am not opposed to leases but to the system. It ought to be abolished, not for awhile, but it ought to be such forever in the indistinguishable ruin of death. Convicts are so terrified that they are afraid to tell how badly they are treated.[67]

The other Negro memberto speak against the system was Representative John McIntosh[68] of Liberty County. He stated that, as a representative of one-half the population of Georgia, he was seeking justice for his people. Referring directly to the convict lease system, McIntosh asserted: "I am not afraid of men but when I have seen convicts in charge of guards, these guards looked so ferocious that I

felt a horror of them".[69] While he favored the abolishment of the system, he doubted that it would come about and so wished some action would be taken to alleviate the situation created by it. Making a humble plea to the white legislators for justice, he declared:

> Men talk seriously about regulating railroads, and yet smile when we ask them to talk about the system of punishing criminals . . . .The colored people of the South will be as true to you in freedom as they were in slavery. . . .They were true to you then at home and often on the field of battle, and they will be true to you yet if you will protect them. . . .The colored people come to you and in the name of pity ask you to do something to improve the system.[70]

But powerful groups in the state, headed by corporations, influential planters, and politicians, opposed any change. The Atlanta Constitution, which was the spokesman for the Bourbon Oligarchy, declared that the system was satisfactory, that the issue was raised by scheming politicians to mislead the Negroes.[71]

This opinion, however, was contrary to the facts and Negroes found themselves the chief victims of this infamous system. The very fact that the better element of white people shirked jury duty made the lot of the Negro more precarious. Lacking the power of the ballot, he was subject to the whims of judges and other court officials who were elected to office by white voters.[72]

Some state superior court judges used this system to enhance their political fortunes. To curry the favor of the Democratic bosses of the state (who by and large were the corporations, the planters, and prominent politicians), these judges in meting out punishment to Negroes would sentence them to long terms on the chain gang, an action which would benefit the leases. These Democratic bosses in turn would show their appreciation by supporting the judges for Congress.[73] It is alleged that Judge John W. Maddox of Rome defeated Congressman Everett from the Seventh Congressional District in 1892 largely by this method. A Negro, Sam Jackson of Rome, was fined one thousand dollars or a term on the chain gang for gambling,

but John M. Vandiver, white, who later became postmaster of Rome, was fined ten dollars for the same offense.[74] Judge Charles L. Bartlett of Macon was notorious for sentencing Negroes to the chain gang for trival offenses. One Negro was sentenced to fifteen years on the chain gang for stealing some milk. Worse still, A Negro boy twelve years of age was sentenced to twelve years on the chain gang at hard labor for taking a horse to ride a few miles and back.[75]

Such miscarriage of justice resulted in the fact that Negroes constituted about nine-tenths of the prisoners in the convict camps. Since the income from crime rather than the rehabilitation of the criminal was the primary objective, the future of the Negro prisoner was beyond redemption. In 1895, a prison inspector reported to Governor Atkinson that he had visited thirty-four chain gangs in twenty-three counties and found 795 convicts, of whom 19 were Negro women and only 27 white men. No provision was made for separating the sexes either at work or in sleeping quarters.[76] In the Maddox camp in Northeast Georgia about twelve children were born. These children had Negro mothers and white fathers.[77] From 1879 to 1899 the number of Negro convicts in Georgia increased from 1,109 to 1,953 while for the same period the number of whites increased from 121 to 248.[78]

Negroes registered bitter complaints against this iniquitous system but to no avail. They were aware of the fact that the sidewalks they used consisted of brick manufactured by convict labor in competition with free labor, and that tracks for the railroads were laid by convict labor. At Negro conventions resolutions were adopted condemning the practice as well as demanding that Negroes be included on jury lists.[79] In the name of decency, Negroes appealed to the white people of Georgia for fairer criminal laws and justice in the courts, the abolition of the convict lease system, and more humane methods of punishment.[80]

Although it was obvious that the Negro was the victim of various forms of proscription, some Negro leaders were the first to profess that the Negro was not altogether blameless. The Reverend L. B. Maxwell,[81] Atlanta University and

Hartford Theological Seminary graduate and pastor of the First Congregational Church (Negro) of Savannah, in a sermon delivered to his congregation in July 1896, stated that

> More than a quarter of a century has passed since the black man first entered the political arena and yet it is true that he holds today a place of influence very little advanced of what he did in the beginning.. . .The common reasons given have been race prejudice and bad leadership, but tonight I beg to take exception to the wholesale acceptance of these reasons. . . .The first of January each year we have the pleasure of listening to some very interesting oratory on race progress. . . .If they are true, how can we claim here in Savannah, with our system of schools, that our leaders impose upon us. If they are not true and we accept them does it not show that we are too susceptible to flattery which is a destroying weakness. The greatest obstacle has been neither race prejudice nor bad leaders, but something which. . .is far more harmful, it is that curse of narrow, selfish, concentrated individualism which hinders race concentration, race combination and race cooperation.[82]

RACE RELATIONS - PROPOSED SOLUTIONS

The above described proscriptions stimulated Negroes to think seriously of fundamental solutions of the race problem in America. The most crude and reactionary elements of the community appeared to be taking over, and the traditional southern liberals, always few in number, seemed almost non-existent at the time. When the latter did insist on speaking out in behalf of the Negro, they found themselves subject to threats and abuse from members of their own race. A typical example was that involving the editor of the Hawkinsville (Ga.) Dispatch, who received a letter from one of the white citizens of the county dated July 13, 1891, threatening him or any other white pers n who might defend any Negro in his rights. The citizen wrote:

> Mr. Editor if the foling article appears in your Paper Five Dolers will appear in the (PO) addressed to you But if it don't appear 25 of your subscribers will sure to stop and we will stop all the rest We can Your White Brothers.
>
> Notice, We hereby forewarn any and all Persons from taking up for the Nigroes in any shape form or fashion We the undersign will declare

> any white man that Takes Sides With any nigroes against a white person no matter how lodown he or She is just so they are White We are White men organized For the Perpose of protecting the White Race and we are going to carry out or Plans at the Pearl of our Lives Dark Nights and cool heads Will our work quitly Mr. Editor if this fail to appear in the next issue of Your Paper Will Consider you in favor of civil Wrights and We Will deal you properly Many Sitersons.[83]

In view of this growing tension, several suggestions for the improvement of race relations were offered by Negroes. One was for the white press to cease publishing anti-Negro articles. It was pointed out that Southern papers made deliberate efforts to portray Negroes in themost unfavorable light, such as referring to them as "big burly brutes", and always branding them as the "agressors" whenever there was a misunderstanding with the whites.[84]

Some Negroes, however, believed that it was impossible to reason with the Southern whites, that the Negro had extended the olive branch for twenty-five years and the net result was Southern hate and barbarism.[85] Therefore, rather than remain in an environment that offered little hope for the future, the Negro should seek greener pastures if he was to realize the privileges that went along with first-class citizenship.

There were three possible avenues of escape for those Negroes who felt that conditions in the South were too intolerable for their survival: (1) Back-to-Africa, (2) exodus to the North, and (3) colonization of the frontier West. Each of these plans was to have its proponents, who, by propaganda and forceful arguments, expected to realize their dreams.

## BACK-TO-AFRICA

The foremost advocate of the "Back-to-Africa" idea in Georgia, if not in the United States, was Bishop Henry McNeal Turner, of the African Methodist Episcopal Church. The bishop not only was well acquainted with the Negro and his ills in all parts of the United States but had actually lived and travelled in Africa for awhile.

Bishop Turner was convinced that the Negro in America had no future above that of an inferior caste. If he had any doubts before 1883, said the Bishop, the United States Supreme Court, when it killed the Civil Rights Act of 1875, completely removed these doubts. He emphasized that this decision was written by a Republican justice and every member of the Court was a Northerner except one, Associate Justice John Marshall Harlan, of Kentucky, who ironically enough, cast the only dissenting vote.[86] Turner was so disappointed in the Republican Party that he deserted its banner for that of the Prohibitionists and even supported the Democratic candidates for the presidency in 1900 and 1908. Turner and others made vigorous attempts to secure appropriations from Congress in support of voluntary colonization of American Negroes in Africa where they could enjoy first class citizenship.[87] "The Negro. . .is an outlawed inhabitant of the country", said Turner, "for a people divested of their civil rights can hope for nothing but degradation and contempt."[88]

In 1892 the popularity of the "Back-to-Africa" movement reached its crest among a few of the more credulous Negroes in Georgia. This enthusiasm was partly caused by the "jim-crow" law that recently had been passed by the state legislature and the election of Grover Cleveland for his second term as president. On the Sunday following this election, a few Negro ministers predicted a dark future for their race. At Big Bethel Church, one of the largest in Atlanta, a minister advised his listeners "to leave Georgia and go to their own country, Africa, where they would have equal rights and help govern and have street cars of their own".[89] At the annual Republican picnic in Blackshear, I. J. White, Negro, exclaimed "We would rather be eaten by wild Negroes than to be lynched by white men in the South".[90] Some Negroes of Polk County sent a memorial to the Georgia House of Representatives requesting permission to go to Africa or some free country.[91] As late as 1903, a group of Negro women sent a petition to the Georgia House requesting the legislature

to appropriate two thousand dollars in order that they might take themselves and their families to Africa. Amid much mirth, the petition was referred to the Committee of Emigration.[92]

These efforts bore no fruit and few Negroes actually went to Africa. By and large, Negro leaders and the Negro press were opposed to the idea. For example, Representative Lectured Crawford, Negro member of the legislature, declared that the only solution was through education which would reveal to the Negro the folly of such a project.[93] Frederick Douglass, the titular leader of the Negro race at the time, in a speech in Atlanta on May 23, 1892, said "the glory of Africa is in her palm trees and not her men" and that the Negro's home was America.[94] Others thought that it was "dangerous to fly from evils that we know not of".[95] Some suggested that Bishop Turner might demonstrate his sincerity by going to Africa himself instead of remaining in America.[96] It was even hinted that any movement that had as its goal the sending of Negroes to Africa would mena haveing to take half of the white race since it was difficult to distinguish almost a third of the Negroes from Caucasians.[97] The Negro Press Association of Georgia advised Negroes to "remain where they are: go to work industriously with renewed vigor", and "cultivate a friendly feeling with their white neighbors".[98]

The crowing blow to the movement, however, was the testimony of Negroes who actually had been to Africa and reported their experiences on their return home. Take the case of Green B. Parks, who left Atlanta on May 24, 1891, for Monrovia and returned to Atlanta in September of the same year. He told Negroes that Monrovia was a very undesirable place in which to live. He denounced the African movement and those who sponsored it. "The only hunting in Liberia", he said, "is to hunt a way to leave."[99]

Testimony of a more reliable nature was that given by C. H. J. Taylor, a

Negro Lawyer of Atlanta and prominent Democratic politician who served as United States minister of Liberia during Cleveland's first administration and as Recorder of Deeds in Washington, D. C., in his second term.[100] While expressing deep admiration for Bishop Turner as a leader of the Negro race, Taylor questioned his glowing accounts of the great possibilities that awaited the Negro in Liberia. Taylor understood, however, that Bishop Turner would naturally be inclined to urge African emigration since the Bishop was Liberian consul in this country, and it was his duty, therefore, to pormote the development of Liberia. He declared that the conditions in Liberia were so degrading that a law should be passed making it a felony for anyone to encourage the Negro to leave the United States for that country. To convey the idea that by going to Liberia Negroes could become office-holders, statesmen and financiers was absure. A Negro policeman in Atlanta, he said, would be envied by a cabinet officer in Liberia. Describing the government while he was a resident of Liberia, he stated:

> They have a president. . .cabinet officers in name only. . . a secretary of the treasurey, but not a dollar in the treasury. . . a secretary of war with no guns. . .a postmaster general with no postal system. . .In 1886 the total vote cast for president in the whole republic by all parties was 2,325, of this number of voters, and only Liberians are allowed to vote, 1,333 were officeholders. There were 817 men in the republic's military regiment, 787 of whom were military officers and 30 privates.[101]

EXODUS-TO-THE-NORTH

While the "Back-to-Africa" movement failed to gain many converts, some Negroes suggested that the salvation of the race lay in a mass exodus to the North. Had not the North been responsible for their emancipation? Did not many Northern orators frequently emphasize human and civil equality? Did not Northern teachers come South after the Civil War and preach among Negroes social equality and that they should be protected in their civil and political rights? Thus it was only natural that many Negroes became obsessed with the idea that only by going North

could they realize those privileges that were associated with first-class citizenship.

Much to their disappointment, many Negroes who left the South for the North in the 1880's and 1890's to escape Southern proscription found conditions anything but ideal. Although they were not "jim crowed" to the extent that they were in the South, they found it extremely difficult to obtain work since many of the trade unions excluded them from membership. What advantage was there in being able to ride on non-segregated trains, attend non-segregated schools, and enjoy non-segregated amusements if they did not have the money to avail themselves of these opportunities?[102]

Even in New England, few jobs were open to Negroes, and great pains were taken to prevent Negroes from competing with whites. E. J. Bruce, Negro, of Savannah who went to Providence, Rhode Island, in the 1870's and secured a job with the largest contracting firm in the state, declared that while Negro civil rights were observed more in the North, the economic opportunities were far more limited than in the South. He cited numerous cases in which Negro mechanics were denied work because the whites threatened to strike if they were hired.[103] The Washington (D.C.) Bee, Negro paper, stated that Negroes in the North, even the educated ones, could work only as waiters, caterers, porters, or barbers; and as far as political activity was concerned, they might have their ego inflated by being appointed as doorkeepers at the Republican national conventions.[104] W. R. Davis, Negro, who left the South to live in New York, declared that while Negroes in 1885 had most of the jobs as waiters in hotels and restaurants, by 1895 only a few remained. Even the Negro bootblack was replaced by the Italian. So many opportunities for work had been denied the Negro man that the responsibility for supporting the family fell upon the women, who were forced to take in washing to keep the family from becoming a burden on the community. The situation was becoming so desperate, Davis

said, that the Negro was "almost denied the right to breath".

COLONIZATION OF THE WEST

As a substitute for the "Back-to-Africa" and "Exodus to the North" projects as means of solving the race problem, another distinguished Georgia Negro, Bishop Lucius H. Holsey of the Colored Methodist Episcopal church, proposed that the Federal government set aside out of the public domain, a separate state where Negroes might enjoy first class citizenship.[106] He declared that "two distinct peoples can never live together in the South in peace, when one is anglo-saxon and the other Negro, unless the Negro, as a race or en masse, lives in the submerged realm of serfdom and slavery"[107] To justify his stand, he pointed out the refusal of the South to provide adequate educational facilities for the Negro and the antagonism expressed against the educated Negro; the denial of political privileges; the "jim crow" policy; the lack of protection for Negroes in rural areas; and the prevalence of mob violence.

Under these conditions, said Bishop Holsey, it was not practical to continue to allow the South to settle this problem since it was national in scope, involving national honor and national law. Therefore, in order that the Negro might enjoy all the privileges that were guaranteed by the United States Constitution, he requested the Federal government to establish a Negro state in part of the Indian Territory, New Mexico, or in some other part of the public domain in the West. In this territory white persons would be ineligible for citizenship, except through marriage, and only those white persons who had some official connection with the government would be permitted to reside therein. By having responsibilities of government thrust upon his shoulders, the Negro would become inspired and more willing to help the "Anglo-Saxon" race to develop a greater civilization in this country.[108]

STAYHERRATION[109]

While the leaders of these movements to provide an escape for the Negroes had good intentions, they failed to convince the Negro masses that their conditions would be improved by leaving the South. Although a number of Negroes followed "Pop" Singleton to Kansas in 1879 and to several Northern communities, there was no significant migration northward until World War I. It appears that the Negro masses were resigned to stay in the South, hoping eventually that the tide would tunr in theri favor. Such a development, they believed, was dependent upon two factors: (1) the ability of the Negro to improve his social, economic, and educational statud in order to win the respect of his white neighbors, and (2) the willingness of the whites to cease vilifying the Negro in the white press and at the same time to extend to the Negro his constitutional rights.

Not only were Negroes critical of the white press but also of the northern Negro press for meddling with affairs pertaining to the Negroes in the South. Many of these notthern Negro journals criticized the southern Negro press for not taking a more militant stand against southerners who were responsible for repressive measures against the Negroes. This was especially true of the New York Age, whose editor, T. Thomas Forutne, became a nationally known figure through his condemnation of the South in his paper. The editor of the Savannah Tribune advised Fortune that if he desired to "be so base and outspoken" toweard the South, then he should come down to the "seat of battle" and give vent to his feelings.[110]

White people were admonished that the South could not possibly advance unless the Negroes were given the same opportunities as the whites; that it was necessary to encourage Negroes to participate in politics in order that they might have an interest in the community and the community an interest in them.[111] Furthermore,

it was the duty of the parents and teachers of both races to teach their children to respect each other, since the South, unlike the North, had only two races, "both of whom are true American citizens who love themselves, their country and its flags and their neighbors"[112] As the Negro had proven himself to be a faithful worker for over two hundred fifty years, the whites were advised not to import foreigners as laborers in the South, for such a policy might result in a tragedy similar to the Haymarket riot in Chicago. "Let the Southern Negro and Southern white man ever remain friends and stick together, for they understand each other as no one else understands them."[113]

This sentiment was concurred in by many white people who believed that the southern whites were the true friends of the Negro. Negroes of Atlanta were reminded of this when an unusual cold spell struck the city in the winter of 1895 and caused considerable hardship for thousands of people. To meet this emergency, the white people formed a relief committee which raised five thousand dollars to care for the victims, and of this amount, forty-five hundred dollars went to the relief of Negroes. The Atlanta Journal claimed that while many Negroes owned property and were gainfully employed, they contributed only three dollars and fifty cents to the effort to alleviate the misery among their own people. "If the Negroes will think over this and many similar events," observed the Journal, "they will discover who their true friends are and will pay less attention to lying Negro preachers and politicians who preach doctrines of hate and revenge."[114]

Furthermore, the unfortunate experiences of Negroes who had gone North and West to escape southern proscription, convinced the Negro masses that the future of the Negro lay in the South where, even though he received lower wages, he was not denied work on account of his color. Because of the perpetuation of the old slave idea that work was only for "niggers and poor whites," Negroes were able to

engage in labor activities which were closed to them in the North. Numerous cases were cited in which Negroes worked alongside of whites without incident, where southern Negro contractors frequently hired whites and Negroes on jobs.[115] "Take away mob violence, court injustices. . .and let us have in full the constitutional rights of this country, and the South, if anywhere. . .is the best for us. . We are more united and progressive there than in other section of the land."[116]

The Reverend Charles T. Walker, pastor of the Tabernacle Baptist Church in Augusta and next to Bishop Turner, probably the most widely known Negro Churchman in the state, declared that it was a mistake for the Negro to leave the South since prejudice was national and not sectional. He admitted that the North did not disfranchise the Negro nor "jim-crow" him to the same extent as did the South; but, on the oth r hand, he noted that the North did not guarantee the same economic security. He advised the Negro to remain in the South, buy land, engage in business, and educate his children, for it was only a matter of time until the best people of the South would come to his aid and defend him in all of his rights.[117]

The editor of the LaGrange (GA.) Enterprise, W. S. Cannon, Negro, believed that it was far better to develop friendly relations with the white people of the South and promised the support of his paper to any movement that would create a spirit of good will between the races, which in the long run would advance the interests of both groups.[118] The point was constantly stressed that the South was the natural home of the Negro and it was his duty to make himself indispensable to the community. "If we cannot vote for president, we can vote five dollar bills in a bank to our credit all day and the cashier will count them. . .If we cannot govern, we can produce that which the ruling class must have."[119] By doing this, the road to political equality, which was the dream of the Negro, would be paved.[120]

Furthermore, Negroes were reminded that in certain places in the North, Negroes were forced to leave the community in which they lived just because they wanted to earn an honest living. Such was the case in Dent, Ohio. In cities like Boston and Chicago there were signs reading, "No Negro help wanted". In Indiana, upon learning that Negroes were planning to come to the state to work, white men met them at the state line with guns and forced them back. As the Atlanta Independent so aptly put it: "In the south we make them get a move on them because they won't work, but in the north, they make you move because you want to work."[121]

The economic plight of the Negro in New York by 1908 had become so acute that the Committee for Improving the Industrial Conditions of the Negro in New York, composed of both races and headed by William Jay Schiefflin, addressed a communication to the Negro editors and ministers of the South, asking their aid in stemming any further migration of their people to the North. This communication pointed out that due to discrimination against Negroes in the labor field, inferior housing facilities, unfavorable climate, and the increasing crime rate among Negroes as a result of these factors, living conditions in the North were almost intolerable. In their opinion, the solution to the race problem in the South had to be worked out through the cooperation of the better elements of both races, which in the final analysis would prove beneficial to the material and moral growth of the South.[122]

Thus the Negro masses were resigned to stay in the South, hoping eventually that the tide would turn in their favor. Probably the general attitude of the Negro in Georgia at this time was best expressed by the Reverend C. L. Bonner, pastor of the St. Paul Colored Methodist Episcopal Church of Savannah. At the annual Emancipation Day exercises held in that city on January 1, 1902, Reverend Bonner said:

> There are men who are more profound in thought, loftier in ideas . . .than I am. . .who think and express their thoughts differently to me. . .There is my own Bishop Holsey's doctrine of segregation, Bishop Turner's emigration, ex-Senator Butler's expatriation, John Temple Graves' colonization, T. Thomas Fortune's. . .amalgamation, Ben Tillman's extermination. My doctrine is, if you let me coin a word, "stayhereation"[123] and when I say that, I mean stay here as a separate and distinct race, and the God that has brought us thus far can carry us on."[124]

And "stayhereation" it was as the vast majority of Negroes, either by preference or by circumstances over which they had no control, remained in the South, despite segregation, political disfranchisement, mob violence, and other forms of race proscription. As the Twentieth Century wore on, the Negro would find an increasingly hostile environment. Despite his efforts to improve his economic status, his struggle to educate himself, and his attempts to promote his social betterment, his hopes of attaining first-class citizenship were to be engulfed by the wave of white supremacy which grew in volume and intensity after the turn of the century.

FOOTNOTES

1. C. Vann Woodward, Origins of the New South, Vol. IX of A History of the South, eds. Wendell H. Stephenson and E. Merton Coulter (10 vols.; Baton Rouge: Louisiana State University Press, 1951), pp. 211-12.

2. Gunnar Myrdal, An American Dilemna: The Negro Problem and Modern Democracy (New York: Harper and Bros., 1944), I, 582.

3. W. J. Cash, The Mind of the South (Garden City, New York: Doubleday Anchor Books, 1957), pp. 178-183.

4. Journal of the House, 1870, Part I, pp. 309, 408.

5. Journal of the Senate, 1870, Part II, p. 261; Part III, p. 508.

6. Acts and Resolutions of the General Assembly of the State of Georgia, 1870, p. 398.

7. William Felton (Mrs.), My Memoirs of Georgia Politics (Atlanta: Index Printing Co., 1911), p. 646.

8. The platform proposed (1) increasing the powers of the railway commission to prevent discrimination, (2) aboloshing the convict lease system, (3) tax revision, (4) public school improvements, and (5) primary and election reforms. Alex M. Arnett, The Populist Movement in Georgia (New York: Columbia University Press, 1922), pp. 105-6.

9. Journal of the House, 1891, p. 176; Atlanta Constitution, July 21, 1891.

10. Atlanta Constitution, July 21, 1891.

11. Ibid., July 23, 1891.

12. Ibid., July 24, 1891.

13. John L. Hopkins, et al., The Code of the State of Georgia, adopted December 15, 1895 (Atlanta: 1896), II, secs. 2269-74. In order to preserve white supremacy at its lowest level, the Alliance legislature passed an act forbidding white and colored prisoners being chained together while at work. Georgia Laws, 1890-1891, I, 211-12.

14. Quoted in Savannah Tribune, November 28, 1891.

15. October 17, 1891.

16. Savannah Tribune, November 15, 1892.

17. Ibid., December 31, 1892.

18. Editorial, Atlanta Independent, September 5, 1908.

19. "A Plea Against Excursions", The Voice of the Negro, II (August, 1905), 530-31.

20. Atlanta Independent, January 19, 1907.

21. Savannah Tribune, November 5, 1892.

22. Ibid., August 29, 1896. Albert Thornton, president of the Union Street Railway Company of Atlanta, admitted that "the Negro is the best patron of the street car. If he has a nickel and is going anywhere he will ride; while the white man will walk. . . ." Atlanta Constitution, March 1, 1891.

23. Editorial, Savannah Tribune, May 22, 1893.

24. Savannah Morning News, quoted in Savannah Tribune, July 12, 1902.

25. Editorial, Savannah Tribune, September 1, 1906.

26. Ibid.

27. Savannah Tribune, September 15, 1906.

28. Ibid., September 22, 1906

29. Ibid., September 29, 1906.

30. Ibid., October 6, 1906.

31. Editorial, ibid., March 9, 1907.

32. Editorial, ibid., June 8, 1907.

33. Editorial, ibid., March 9, 1907.

34. Francis B. Simkins, The South Old and New: A History, 1820-1947 (New York: Alfred A. Knopf, 1947), pp. 409-10.

35. Ellis P. Oberholtzer, A History of the United States Since the Civil War, V. (New York: The Macmillan Co., 1937), 716.

36. Rayford W. Logan, The Negro in American Life and Thought. The Nadir: 1877-1901 (New York: The Dial Press, Inc., 1954), p. 76.

37. Ibid., pp. 77, 91.

38. W. E. B. DuBois, Some Notes on Negro Crime Particularly in Georgia (Atlanta University Publications, No. 9, 1904), p. 60.

39. Editorial, Savannah Tribune, May 7, 1892.

40. Simkins, op. cit., p. 410.

41. May 21, 1892.

42. Atlanta Journal, September 27, 1892. Northen, who ran on the Alliance platform in 1890, was the Democratic candidate for reelection in 1892.

43. Ibid., September 30, 1892.

44. The Bulletin of Atlanta University, November 1892, p. 4.

45. Atlanta Journal, October 27, 1892.

46. Savannah Tribune, July 1, 1893.

47. Atlanta Journal, December 23, 1893.

48. Message of the Governor of Georgia to the General Assembly, October 25, 1895 (Atlanta: 1895), pp. 19-20.

49. Letter to Savannah Tribune, May 25, 1899.

50. Savannah Tribune, January 7, 1899.

51. Letter to Atlanta Journal, September 6, 1900.

52. Ibid.

53. Letter to ibid., November 15, 1898.

54. Atlanta Journal, April 24, 1899. As a rejoinder, the Savannah Tribune stated: "Our governor may be true after all. . .when he says that the placing of the ballot in the hands of the Negro is the cause of so much lynching. The lynching record in this state. . .shows they are trying to get rid of the Negro voters". Editorial, August 5, 1899.

55. Atlanta Journal, May 23, 1899.

56. Ibid., August 17, 1904.

57. Quoted in ibid., August 19, 1904.

58. Atlanta Journal, December 3, 1904.

59. Logan, op. cit., p. 90.

60. Judge Russell was the father of the present senior United States senator from Georgia, Richard B. Russell, Jr.

61. Atlanta Journal, September 28, 1904.

62. Woodward, op. cit., pp. 212-13. One of the big lessees was Joseph E. Brown who owned the Dade coal mines. He, along with the other lessees like General John B. Gordon paid the state twenty dollars annually for each convict, or less than seven cents a day. Arnett, op. cit., pp. 27-28.

63. Columbus Enquirer, quoted in Macon Telegraph and Messenger, March 4, 1876.

64. Macon Telegraph and Messenger, April 22, 1876.

65. Atlanta Constitution, August 10, 1881.

66. Lonnon was dark complexioned and had a soft tenor voice. He was about five feet three inches tall and weighed about one hundred sixty pounds. He operated a blacksmith shop in Albany. Although he lacked formal education, he could read and write. Interview with George A. Towns, professor emeritus of Atlanta University, June 2, 1951.

67. Atlanta Constitution, August 10, 1881.

68. McIntosh was a graduate of Atlanta University in the class of 1877.

69. Atlanta Constitution, August 10, 1881.

70. Ibid.

71. Editorial, September 7, 1881.

72. Du Bois, Some Notes on Negro Crime. . .in Georgia, p. 65.

73. Felton, My Memoirs of Georgia Politics, pp. 655, 658-59.

74. Rebecca Latimer Felton, Country Life in Georgia in the Days of My Youth (Atlanta: Index Printing Co., 1919), p. 196.

75. Felton, My Memoirs of Georgia Politics, pp. 658-59.

76. Atlanta Journal, November 12, 1895.

77. Savannah Tribune, April 28, 1894.

78. Second Annual Report of the Prison Commission of Georgia from October 1, 1898 to October 1, 1899 (Atlanta: 1899), pp. 5-6. In this number were included three white women and sixty-eight Negro women convicts.

79. Atlanta Constitution, April 1, September 19, 1888.

80. Du Bois, Some Notes on Negro Crime. . .in Georgia, p. 66.

81. Reverend Maxwell finished Atlanta University in the class of 1886 and at the commencement exercises he spoke on "A Man is a Man for That". After he had finished, Governor Colquitt of Georgia, who was present, walked over and shook his hand and congratulated him on his excellent speech. For a number of years he was the international Sunday School lecturer for Negroes of the Congregational Church. He did in 1902. Savannah Tribune, March 22, 1902.

82. Savannah Tribune, August 1, 1896.

83. Quoted in Savannah Tribune, September 12, 1891.

84. Editorial, Savannah Tribune, December 10, 1898.

85. Savannah Tribune, February 11, 1893.

86. Atlanta Journal, August 12, 1893. Turner further stated that this decision was even more revolting than the Dred Scott decision since Chief Justice Taney "only voiced the condition of things as they existed in the days of slavery, while Justice Bradley issued a decree on behalf of the supreme court that nullified the plain acts of congress and the expressed provisions of the constitution of the United States". Ibid.

87. Atlanta Constitution, July 13, 1891.

88. Atlanta Journal, August 12, 1893.

89. Ibid., November 22, 1892.

90. Savannah Tribune, May 26, 1894.

91. Atlanta Journal, November 30, 1894.

92. Ibid., June 25, 1903

93. Atlanta Constitution, Novermber 22, 1890.

94. Ibid., May 24, 1892.

95. Editorial, Savannah Tribune, November 12, 1892.

96. Editorial, ibid., July 18, 1891.

97. Editorial, ibid., September 3, 1892.

98. Ibid., September 31, 1892.

99. Atlanta Constitution, September 15, 1891.

100. Savannah Tribune, June 3, 1899. At the time of his death in 1899, Taylor was editor of the Atlanta Appeal and dean of Morris Brown College. Ibid. Taylor was born in Alabama in 1856 but spent most of his boyhood in Savannah. He attended the University of Michigan where he earned the bachelor's and master's degree. In 1882 he was an assistant prosecuting attorney in Kansas City, Missouri, receiving his appointment from a Democratic mayor and council. After practicing six years there, he was sent to Liberia by President Cleveland. Atlanta Constitution, December 21, 1887.

101. Atlanta Journal, January 29, 1898.

102. Thomas J. Bell, "Does the Colored Man Have a Chance in the North", The Bulletin of Atlanta University, January, 1894, p. 2. Bell was a member of the Atlanta University class of 1891 and served as YMCA secretary in New York, Denver, and Brockton, Massachusetts. "Who's Who Among Atlanta University Graduates and Former Students", Phylon, III (Second Quarter, 1942), 166.

103. Savannah Tribune, May 2, 1903.

104. Quoted in ibid., January 24, 1903.

105. "Give the Negro Work", New York Press, quoted in Atlanta Journal, April 10, 1895. For a description of the hardships experienced by Negroes who went to Kansas in 1879, see Logan, op. cit., pp. 133-34.

106. Lucius H. Holsey, "Race Segregation", The Possibilities of the Negro in Symposium, ed. Willis B. Parks (Atlanta: The Franklin Printing and Publishing Co., 1904), p. 109.

107. Ibid., p. 102.

108. Ibid., pp. 104-119.

109. "Stayhereation" was a word coined by the Reverend C. L. Bonner, pastor of the St. Paul Methodist Episcopal Church of Savannah, in an emancipation address in that city on January 1, 1902, in which he stated that the Negro should "stay here as a separate and distinct race, and the God that has brought us thus far can carry us on." Savannah Tribune, January 18, 1902.

110. Editorial, Savannah Tribune, December 2, 1893.

111. Editorial, ibid., June 5, 1897.

112. Editorial, ibid., February 4, 1893.

113. Ibid.

114. March 2, 1895.

115. Bell, op.cit., p. 3.

116. Savannah Tribune, May 2, 1903. Even Bishop Turner admitted that while Northern whites might be more friendly politically toward the Negro, the South afforded him better economic opportunities. He stated that employment was opened to Negroes in almost every field except that of operating a railroad locomotive. Atlanta Constitution, July 14, 1890.

117. Presbyterian Herald (New York City), quoted in Savannah Tribune, December 29, 1900.

118. Quoted in Atlanta Journal, January 9, 1901.

119. Editorial, Atlanta Independent, March 26, 1904.

120. Editorial, ibid., April 8, 1905.

121. Editorial, ibid.

122. Italics added.

123. Savannah Tribune, January 18, 1902.

October 16, 1959

Dr. Whitney Young
School of Social Work
Atlanta University
Atlanta, Georgia

Dear Whitney:

Somewhat as an outgrowth of the question and answer period of the meeting of the Hungry Club on the 14th, I am interested in making a proposal to our research department that we consider doing something of a manpower, economic usage and potential, study of the Negro community of Atlanta.

Naturally we cannot make an exhaustive study, though we would like to think of any study we did as (1) having value to local leaders concerned with these areas, and (2) having value to the region well beyond Atlanta's immediate needs.

In general terms we already know, of course, the present patterns of employment of Negroes in federal and private areas. And, while we might document these patterns to some degree, my thinking at this moment is that we need more to determine the potential - immediate and long-range - of available manpower. I would even hope that determining this potential would give us some indication of immediate remedial measures.

Knowing of your interest and experience in this area it would be helpful to me in preparing this proposal to have your thinking on the need for such a study, the type of study, and any other points which you think would be helpful.

I am making this same request of Jesse Hill.

Sincerely,

Paul Anthony
Administrative Assistant

PA/sm

October 21, 1959

MEMORANDUM

TO: Mrs. Josephine Murphy
FROM: Paul Anthony

Since we will soon be bothering you again to a considerable degree - at the time of our Annual Meeting on November 11th - I wanted to share with you our report of the Council's activities thus far during 1959.

also sent to: Mrs.Gertrude Anderson
Mrs. Lyda Kennedy

November 6, 1959

Dear Mrs. Murphy:

Enclosed is a list of persons who have requested a room at Atlanta University for the night of November 10th. Inevitably, a few persons show up without having written, so I hope it will be possible for you to hold open several extra rooms.

On Tuesday night - the 10th - we are having an informal dinner for those members who have arrived by that time. Some forty persons should be present for the dinner at 7:00 p.m., in the A. U. dining hall. We would be most pleased to have you join us for this occasion. I know you are acquainted with a number of persons who will be present and I hope it will be possible for you to join us.

Sincerely,

Paul Anthony
Administrative Assistant

PA/mf

Mrs. Josephine D. Murphy
Bumstead Hall
Atlanta University
Atlanta, Georgia

G21 file

November 6, 1959

Dear Mrs. Anderson:

We have today sent to Mrs. Murphy a list of those persons who have requested reservations at A. U. for the night of the 10th.

At 7:00 p.m., on the 10th, we are having an informal dinner of members and friends of the Council at the A. U. Dining Hall. We certainly consider you a friend of the Council, and would be pleased to have you join us for this occasion.

Sincerely,

Paul Anthony
Administrative Assistant

PA/mf

Mrs. Gertrude Anderson
Bumstead Hall
Atlanta University
Atlanta, Georgia

# ATLANTA UNIVERSITY

## Atlanta, Georgia

## Report of the President

## 1959

# ATLANTA UNIVERSITY

**Annual Report of the President**

**for**

**1958-1959**

**Twenty-first Year**

**Atlanta, Georgia**

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*To the Chairman and Members of the Board of Trustees of Atlanta University:*

In this the twenty-second year of my administration of the affairs of Atlanta University, it is again my duty and pleasure to tell you something about the work and status of the institution which you also serve, and to render to you an account of my stewardship.

## I

An institution of higher education does not exist in a vacuum. In the United States of America, at the middle of the twentieth century, there is no sharp separation between town and gown. Such a situation certainly could have existed in other lands in earlier times, but in this country, the recognized leader of the forces of the free world, it is unthinkable that an institution which exists to prepare men for intelligent leadership and devoted service could for one moment be divorced from the great questions which press in upon it from every side.

Glances at the headlines of the morning newspapers, as this report is being prepared for you, vividly illustrate the point I have mentioned above. Among these headlines may be found the following: "United States Sends Satellite Towards Orbit Around the Sun," "Noted Educator Suggests Elimination of Many Small High Schools," "Berlin Crisis Remains Unchanged," "Prominent Attorney Proposes State-wide Private School Foundation," "New Civil Rights Bill Hearings Scheduled," and "Congress Critical of Federal Budget." It takes no great stretch of the imagination to discover that in some degree every one of the questions raised, or events discussed by each of the above headlines, is of vital significance to education in the United States.

For more than a year a hot, but well-considered, debate has been raging over the place which the natural sciences, particularly physics and mathematics in all their branches, should be given in our total educational program. We must admit that the Russian achievements have spurred us into this somewhat belated examination of our curricula. While we in education were aware of the fact that we had been placing greater emphasis on the humanities and the social sciences than we had on the natural sciences and mathematics than

had our rivals for world leadership — the Soviets — we had felt that we were justified in aiming our programs toward the development of a population which would contribute to higher standards of living for all mankind and the establishment of peace and freedom in the world. Now we are challenged and we find it absolutely necessary for us to re-examine our immediate goals. There are those conscientious critics of American education who declare that we have been so much concerned with the improvement of our standard of living that the end product of our educational effort now turns out to be a people who are intellectually incompetent and physically soft. As a result of these criticisms and of the shock which we have sustained by demonstrated Soviet technological achievements, we have all along the line been propelled into crash programs of counseling and guidance, physical fitness and accelerated and expanded scientific education. The end is not yet in sight.

No matter what its individual preferences might be, the institution for higher education in the United States cannot remain aloof in this struggle between Science Ascendant and the Eternal Values. If for no other reason than for national survival, we have had to revise our programs and to redirect some of our efforts. The government of the United States, through the federally supported National Science Foundation and by the National Defense Education Act of 1958, has offered substantial financial assistance to those organizations, public and private, on the lower as well as the higher educational levels, which are willing and able to undertake the strengthening of the nation's scientific resources. Later on in this report I will indicate the way in which Atlanta University has responded to the national demand for the training of more and better scientists.

Let nothing which I have said here lead you to conclude that we have in any sense abandoned the stated goals and purposes of this institution. We are interested in educating men and women for useful lives; we believe that in an institution like Atlanta University the major programs must still be concerned with the acquisition of knowledge so that it may be properly used to benefit mankind, the development of sensitivity for the appreciation and understanding of the cultures of other peoples and other lands, and the development of such individual traits as will make the aforementioned aims attainable. We will gladly expand and strengthen our work in the natural sciences; at the same time we will be very careful in maintaining the quality and integrity of our basic purposes and programs. We do





not expect the natural sciences to dominate or to control the University.

A few days ago a prominent newspaper man asked me what effect, if any, the closing of the public schools in this and/or surrounding states would have upon Atlanta University. While confessing to him that I did not know the entire answer to his question, I was convinced that such a move could not be made without presenting the University and the affiliated colleges with serious problems. It is true that we draw our students from more than thirty states of this nation and from a number of foreign countries, but it is also true that, at present, the majority of our students come from Georgia and the adjacent states. Just now these are the states which are threatening to abandon their public school systems. When one contemplates the great progress which has been made in human liberty, in individual freedom, in health, in standards of living and in cultural and artistic achievements and recognizes the major contribution of public education in making these things possible, one is amazed and discouraged to find any intelligent persons who would be willing to destroy our system of public schools. As a nation we had prided ourselves upon the fact that we have made elementary and secondary education available to and compulsory for our children. We found that the safest and surest way to build the strength of our nation and to insure its continued progress was to see to it that there was a continuing supply of intelligent and trained citizens. We, long ago, found that private schools alone could not do the job. There were too many young people with brains who did not have adequate financial resources with which to guarantee their education. Our free public school system was developed to take care of this situation. All of our institutions of higher education, private and public as well, must depend upon the free public school system to supply them with the students whose future training will fit them for positions of service and leadership in their communities and in the nation. If the main sources of these students are dried up, then the institutions of higher education, including Atlanta University, will inevitably suffer.

One does not need to argue the legal or moral questions involved in the problem of segregation or desegregation of the American public school system in order to realize the calamitous effect on the life of the state and the nation which the closing of the public school system would entail. At a time when we should properly be disturbed about the quality of our public school education, about the necessity

for recruiting and holding a larger and better teaching staff, about finding the ways and means with which to make better educational opportunities available to all the people, it is not pleasant to contemplate a time in which the vast majority of the children of any part of this nation would be denied the educational opportunities which would be available to children in other sections of our country. Atlanta University, therefore, must properly concern itself with this problem. In fact, as many of our leaders have pointed out, the very survival of this nation as a great force for good in the world is dependent upon the right and prompt solution of the question of what we do with our public schools.

Atlanta University and other institutions similarly situated have a great stake in helping the nation and the region in this time of crisis, and also have an added responsibility. At the present time, and for many years to come, we will be responsible for the proper training of the majority of a large segment of the American people. Ours is the task of upgrading the cultural, moral, social, and economic status of the American Negro. This task is not ours alone. There are admittedly many other institutions, chiefly in other sections of the nation, which will continue to make valuable contributions in this area of life, but since institutions like Atlanta University are, for the most part, located closer to this population which they serve, theirs will be the more significant job. If for any reason we do not carry on our work and achieve outstanding results, our racial group, our region and the nation will suffer.

The tasks which lie ahead of us in this time of crisis are not small but neither are the obstacles which we must overcome insurmountable. We, in higher education, are also confronted with the problem of finding more and better teachers. It matters not how much thought we give to revising our curricula and to placing adequate — but not too much — emphasis on various aspects of our programs, unless we can also maintain teaching personnel of high, dedicated caliber, our job will not be done. We must also make every effort to bring within our classrooms and our laboratories all those students who are able to benefit by what the institution has to offer. And we must do all of these things at a time when our resources are severely limited and the costs on all activities continue sharply to increase. The total situation does not discourage us; it challenges us to greater effort.





## II

The Interdenominational Theological Center has made great strides since my last report to you on its activities. Following the November 6, 1958, meeting of the Atlanta University Board of Trustees in New York City, pursuant to the actions taken at that meeting, the President of the University and the Secretary of the Corporation executed, on behalf of the Trustees of Atlanta University, a warranty deed transferring title to a little more than ten acres of land to the Trustees of the Interdenominational Theological Center. In addition to this, as discussed by the Atlanta Board, an Agreement, stating the conditions under which the property could be held and the uses which were to be made of it, was signed by representatives of the two interested Boards of Trustees. Both of these documents are a matter of record and the exact stipulations encouched in them do not need to be restated in this report.

The Trustees of ITC have now received two major grants which together make possible the early construction of the new plant and the actual operation of the new Theological Center. The Sealantic Foundation has appropriated $1,500,000 for buildings and $250,000 to the ITC endowment. The General Education Board has given a matching $250,000 for endowment and has made a conditional grant of another $250,000 for endowment, the same to be matched before January 1, 1965. The General Education Board has also appropriated $120,000 to be given to ITC over a period of five years, to be used in the current operating budget. There are other promises and other gifts, but, lest I fail to mention all of them, I think I need not say anything more about the finances of the new Center. Dr. Harry V. Richardson, President of Gammon Theological Seminary, has been chosen as the President of the Interdenominational Theological Center. In my opinion, it is difficult to see how a better choice could have been made. President Richardson informs me that the architect's plans for the buildings of the new Center will soon be put before his Board of Trustees and he expects that shortly thereafter the construction of the new Center will begin. I am also informed that the new Center will begin operating its educational program in September, 1959. This means that it will be a going institution without waiting for its new plant to be completed. All of us in the Atlanta University Center have been pleased to see the wishes, dreams, and work of so many people finally realized in this very tangible fashion.

The Atlanta Urban Renewal Program has developed to the point where the four undergraduate colleges of the Atlanta University Center — Clark College, Morehouse College, Morris Brown College and Spelman College — have been offered specific plots of land which, when cleared by the Urban Renewal Program, may be purchased by the colleges for their own needs. Altogether a fraction of more than 30 acres will be made available in four separate plots. At the present time, Atlanta city officials have indicated that this property will be available at approximately $40,000 an acre. The plot plan which the city has drawn up indicates that 9.9 acres will be available for Morehouse College, 8.3 acres for Spelman College, 8 acres for Clark College and 7.8 acres for Morris Brown College. (Since none of the land adjacent to Atlanta University and deemed necessary for its expansion is marked for clearance under the Urban Renewal Program, Atlanta University is not participating in this present program of land acquisition. In view of the fact that Gammon will become a part of the new ITC development and land for this enterprise has already been made available to it by Atlanta University, neither Gammon nor ITC is participating in the Urban Renewal land acquisition program).

In consonance with a decision of the Council of Presidents, we have as a unit already moved ahead in a joint approach to foundations and others in our attempt to secure the total of approximately $1,200,000 needed with which to purchase the land under discussion. On February 13 of this year the Trustees of the six institutions of the Atlanta University Center who reside in Atlanta met in Harkness Hall to consider the feasibility and timing of an Atlanta campaign for a part of the needed money. We were all delighted at the response which was shown by the Trustees, by their participation in the meeting, by their interest, and by their willingness to work with us in this program.

We are now nearing the end of the first year of the cooperative reading program which was made possible under the substantial grant from the Lilly Endowment, Incorporated. Under the general direction of Dr. M. Lynette Saine, of the Atlanta University School of Education faculty, a strong staff of faculty and students, representing the undergraduate colleges, has been assembled and has been working with the students in the Center. The results of this first year's work are not yet available, but there is every indication that the program is going along as it has been planned and anticipated, and





that our combined attack on one of the major problems facing American education today — the low reading level of the American college student — is being successfully carried out. The Lilly Endowment, Incorporated has already advanced a total of $101,500 for the support of this program through the academic year 1959-1960. The balance of the grant, $43,000, will be available for work during the academic year 1960-1961.

The 1958 summer session, another of our major cooperative enterprises, was most successful. A strong faculty drawn from the institutions in the Atlanta University Center, and augmented with many people from other colleges and universities, combined to give us one of the best teaching staffs we have had. The enrollment in the session totaled 1,823, of whom 102 were children in the practice school; 437 were registered in undergraduate courses and 1,284 were enrolled for graduate courses. This is the largest summer school enrollment we have had in many years. It also represents an increase of more than 300 students over the summer school enrollment of 1957. This latest increase not only permitted the summer session to operate without incurring a deficit, but it also improved the finances of this separately organized program of the University in that for the first time in a number of years the summer school has been able to liquidate all of its outstanding indebtedness and now can look forward to the 1959 session with a reasonably safe financial reserve. The present uncertain situation in Georgia and in some of the surrounding states, as the states threaten to close or to curtail their public school activities, could result in a sharp decline in the enrollment of teachers in our 1959 summer session. We must, therefore, plan our program with extreme caution, realizing that many teachers may be reluctant to invest personal funds in summer school attendance at this time.

## III

During the academic year 1957-1958 we accepted the resignations of five regular members of the University faculty. Dr. Ras O. Johnson, professor of Education, who had been on leave to work with the United States ICA Mission in Laos for two years, resigned in order to accept a reappointment to his job in that Far Eastern country. Dr. Phyllis A. Wallace, associate professor in the School of Business Administration, who had taken a leave of absence to work with the Federal Government in Washington, resigned to continue in her government post. Dr. Mozell C. Hill, professor and chairman of

the department of Sociology, accepted a professorship at Teachers College, Columbia University, where he is now located. Mrs. Marjorie W. Johnson, who had been on study-leave at Western Reserve University, resigned to take up residence in Cleveland, Ohio. Mrs. Carolyn W. Ford, of the School of Library Service, returned to her work in the Library at Tuskegee Institute after having served on our staff for one year.

New faculty members who began work in September, 1958, included Dr. Akhilesh Dubey, assistant professor in the School of Business Administration; Mrs. Gwendolyn M. Drayne, Diagnostician in the Atlanta University Reading Center; Mr. Joseph C. Hall, Assistant Coordinator of the Reading Clinic; Miss Leontine Carroll, assistant professor in the School of Library Service; Mr. Morgan Maxwell, assistant professor in the School of Business Administration and Dr. Arthur C. Banks, Jr., visiting professor of Political Science. Dr. Dubey holds the Master of Arts degree from Oklahoma A. and M. College and the Ph.D. from Ohio State University. Mrs. Drayne is a graduate of Albany State College with a Master's degree from Atlanta University. Mr. Hall holds the Master of Arts degree from Temple University and has been director of the Reading Clinic at South Carolina State College. Miss Carroll comes to the University from a position as catalog librarian at the University of Kansas and holds the Master of Arts degree in Library Service and did graduate work in the English department at Atlanta University. Mr. Maxwell is a graduate of the University of Arizona and holds the Master of Business Administration degree from the University of Southern California. Dr. Banks holds degrees from St. John's University, New York University and Johns Hopkins University from which he received the Ph.D. degree. He has previously taught at Morehouse College, North Carolina State College, Morgan State College and Johns Hopkins. To date there has been no replacement for Dr. Hill. Dr. Robert G. Armstrong, professor of Sociology, is doing a first-rate job as the acting chairman of that department.

Mr. George A. Davis, associate professor of Business Administration, is on leave of absence studying at Harvard University under a Whitney Fellowship. Dr. Samuel D. Cook, associate professor of Political Science, received a leave of absence to accept a Rockefeller Foundation Grant to pursue a research project and is spending the year in Washington where the resources of the Congressional Library are available.





There were 4,055 students enrolled in the institutions in the Atlanta University Center during this academic year. This represents an increase of 107 students over the number who studied with us during 1957-1958. The enrollment in Atlanta University was 701 as compared to 699 who were with us the previous year. For the period June 1, 1958, to June 1, 1959, including the summer of 1958, there were 2,739 students enrolled in Atlanta University. This compares with 2,398 students whom the University enrolled during a comparable period in the previous year. Atlanta University students came from 24 States, the District of Columbia, and seven foreign countries. They were drawn from 78 different colleges. The University conferred graduate degrees on 169 during 1958, bringing the grand total of degrees awarded in course by Atlanta University since the reorganization in 1929 to 2,871.

An appreciable increase in the scholarship budget permitted us to be more selective in the students who were enrolled this year. The University for the first time awarded ten regional fellowships of $1,000 each; the School of Social Work, with funds made available by grants from the Federal Government, awarded special scholarships to students in Vocational Rehabilitation and in Mental Health programs. The Atlanta University Alumni Association, the Pilgrim Health and Life Insurance Company, the Delta Sigma Theta Sorority, and several anonymous donors contributed substantial scholarship support to selected students. A grant from the National Science Foundation and another from the Phelps-Stokes Fund supported more than 70 students in the 1958 summer session.

The various faculties of the Schools in the University are continually reviewing their course offerings. The School of Library Service and the School of Education are both to be commended for their efforts to keep their programs abreast of the current needs of their professional fields. The most significant new program in the Graduate School of Arts and Sciences, as might be expected, was made possible by a grant of $64,000 from the National Science Foundation for the support of a summer institute for the training of in-service teachers in Chemistry, Biology and Mathematics. This program will be continued during the summer of 1959 by virtue of a grant from the Foundation of $64,300. During the next academic year, beginning in September 1959, Atlanta University will conduct an academic-year institute of the same type. For this work we have received $239,500 from the National Science Foundation. It is to be noted that only

thirty-two institutions in the entire nation were selected to participate in the year-program of 1959-1960. The Atlanta University grant subsidizes a program which we will offer for fifty selected teachers.

I trust that when the Board meets in April I will be able to make a definitive report to you as to whether or not we propose to begin a Ph.D. program at Atlanta University. This question has been studied all this year by a special committee of the faculty and we have at this time not quite arrived at definite conclusions.

I am pleased to report to you that again we were able to operate the work of the University without incurring a deficit. After meeting all of our financial obligations and adding $40,000 to our Special Reserve Fund, we had a balance of $5,594.89, which on July 1, 1958, was added to the Current Operating Surplus. Gifts and grants from many sources have aided us in making our financial situation what it is today. Some of these have been in support of special projects while others have made money available for the current budget. Included in these categories are the following: $64,160.37 from the United Negro College Fund; $44,376 from the United States government for a program in Mental Health; $15,864 from the government for a program in Vocational Education; $31,000 from the government for support of a research project in the School of Education, $13,135.56 from the United Negro College Fund for capital funds; $7,000 from the General Education Board for the establishment of a union catalogue in Trevor Arnett Library; $5,135.39 to be added to the Ware Professorship from the Bunce Legacy; $6,000 from Mr. Charles E. Merrill, Jr., for two foreign study scholarships; $5,000 from a legacy left by Miss Frances E. Webster in memory of her brother, Dr. Edgar Webster, one-time professor at Atlanta University; $2,500 from the Phelps-Stokes Fund in support of a language arts program; $5,128.95 from Mr. and Mrs. Chauncey L. Waddell to be added to previously made donations for the Contemporary Art Collection and $2,084.07 from Mr. and Mrs. Ernest E. Quantrell which was added to the endowment account. Smaller sums have come to us from many sources; a complete listing of these will be found in the annual printed Financial Report.

We still are in great need of securing substantial sums which will enable us to put our faculty and staff salaries where they should be, to increase our scholarship aid budget, and to expand our academic programs. And this is true in spite of the fact that, for the fiscal year





which closes on June 30, 1959, for the first time in the history of the University we will have operated on an annual budget, including summer school, of more than $1,000,000.

The report from our Librarian, Mr. William W. Bennett, indicates that this has been a good year for "the academic heart" of the Atlanta University Center. The collection now numbers more than 152,000 bound volumes and, in addition to these, there are several thousand manuscripts, photographs, letters, microfilms, and other special materials in the library collection. Circulation increased by more than 13,000 during this past year. The staff remains strong and has been augmented by the addition of two new full-time professional workers. Mr. Andrew J. McLemore, Acquisitions Librarian in Charge of Serials and Mr. Binford L. Conley, who had been employed while still a student at the School of Library Service, were placed as full-time members of the Library staff, and three Graduate Library Assistants were added. These Assistants were employed as a part of a new program in which capable students from the School of Library Service are put on the working staff of Trevor Arnett Library on a part-time basis. The action provides the Library with better than the usual student help and at the same time offers valuable experience and financial help to students in the School of Library Service. As I have indicated elsewhere in this report, a union catalogue, which will list all of the library holdings in the various branches of the Atlanta University Center, is now being prepared. This project is under the direction of the head of the Technical Services Unit of Trevor Arnett Library, Mrs. Bessie D. Briscoe.

While our library is a good one, we must face the fact that it is neither strong enough in coverage of subject matter fields nor in research materials to provide all of the desirable materials which should be present to undergird the more than 1,000 separate courses offered in the Atlanta University Center and meet the research demands of students in the graduate fields. The situation is not quite as weak as it might first appear to be; the holdings of the Trevor Arnett Library are supplemented by approximately 80,000 volumes located in Reading Rooms and other Libraries in the Center and also by other library holdings which are available to our students in the larger Atlanta University community.

We have now completed the work which was required of us by the Fire Commissioner in order to meet the standards of the fire safety

code. This has been a rather expensive, and in some cases extensive, operation. I believe I can say, however, that due to the excellent planning of Mr. Henry J. Toombs, the architect, and of the construction work by Barge and Company, we have been able to retain the graceful lines and the pleasant vistas of our buildings' interiors even though they have undergone considerable renovation.

The Power Plant expansion, which you authorized, has not yet been completed. The new IBM clock system has been installed but the new boiler, which is to afford adequate heating facilities, has not been put into operation. The delay has been caused by the inability of one firm to supply certain technical parts as early as they had promised. Fortunately, we have been able to go through the winter with our established equipment, although at times we have had to operate at maximum capacity. The tie-in with the Georgia Power Company for additional power for lighting was accomplished on schedule.

On February 1 of this year we closed our operation of the Oglethorpe Elementary School. Teachers and staff (except for one person) and all of the school children moved into the new public school which had been erected on land given to the city of Atlanta by Atlanta University for this purpose. Under our agreement with the city, we have the right to use the new school for laboratory, practice and research purposes. The new building is excellently equipped and affords an ideal place for learning and for professional education.

Several times in other places in this report I have mentioned specific needs. Let me here make a final reference to some of these without trying to put them in the order of their importance. If we are to have an institution of highest quality we must always have an excellent teaching staff and able students. These two things must go together. Weak teachers are of little benefit to able students and the reverse is also just as true; weak students can only benefit to a limited extent by the instruction of able faculty members. In both instances some learning will take place, but we at Atlanta University are interested in something more significant than that. We are committed to a program of education of superior quality and this is only possible of achievement when able faculty members and able students are brought together. We must, therefore, continue to bring on to our faculty roster dedicated men and women of great ability and of superior intelligence. We must make every effort to hold those whom





we already have. To be able to do this we must provide an atmosphere in which academic freedom, intellectual stimulation, and social well-being are pervasive.

An able faculty will attract able students but will not in itself guarantee the enrollment of such a group. Sufficient funds with which to underwrite student expenses must be on hand, lest inadequate financial resources make it impossible for some very brilliant students to enroll in the University. There will also be the necessity for vigorous administration of admission and review procedures which will keep out or drop the improperly prepared and the lazy or indifferent students. To paraphrase an old axiom, "Eternal vigilance is the price of academic excellence."

The addition of $5,000,000 to our present endowment funds would help us to pay the faculty and staff salaries we should pay, to secure new teachers, to offer more and larger scholarships to highly selected students and to increase our library and equipment budgets, so that we would have superior resources for our programs.

In concluding this statement I want to acknowledge the fact that the efforts of many people have combined to make the foregoing report of progress in Atlanta University possible. Trustees, alumni, faculty, staff, students and friends of the University, individuals and organizations, are to be thanked for their interest and for their services. Without their continued support we would find ourselves in a very different situation and the outlook for the future would be gloomy indeed.

May I take this occasion again to thank the members of the Board of Trustees for the generous and thoughtful action which made it possible for Mrs. Clement and for me to experience most stimulating and enriching travel in Europe and Africa this past summer.

Respectfully submitted,

Rufus E. Clement

March 6, 1959

## BALANCE SHEET
## JUNE 30, 1958
## ASSETS

| | | |
|---|---|---|
| **Current Funds** | | |
| General Funds | | |
| Cash | $ 310,869.65 | |
| Accounts Receivable | 24,265.92 | |
| Inventories | 5,247.84 | |
| Deferred Items | 12,110.07 | $ 352,493.48 |
| Restricted Funds | | |
| Cash | $ 64,738.41 | |
| Investments | 401,547.57 | |
| | $ 466,285.98 | |
| Due from General Funds | 255,607.45 | |
| Due from Endowment and Non-Expendable Funds | 328,518.23 | |
| Other Assets | 11,625.43 | 1,062,037.09 |
| Total Current Fund Assets | | $ 1,414,530.57 |
| **Endowment and Other Non-Expendable Funds** | | |
| Investments | $7,904,647.97 | |
| Due from General Funds | 174.00 | |
| Total Endowment and Other Non-Expendable Fund Assets | | 7,904,821.97 |
| **Plant Funds** | | |
| Buildings | $1,990,706.44 | |
| Equipment & Books | 407,177.82 | |
| Grounds | 505,455.43 | |
| Total Plant Funds Assets | | 2,903,339.69 |
| Total Atlanta University Funds Assets | | $12,222,692.23 |
| Agency Funds Assets | | 2,088,514.96 |
| Total All Funds — Assets | | $14,311,207.19 |





## BALANCE SHEET
## JUNE 30, 1958
## LIABILITIES AND FUNDS

| | | |
|---|---|---|
| **Current Funds** | | |
| General Fund Liabilities & Surplus | | |
| Accounts Payable | $ 21,569.13 | |
| Due to Current Restricted Funds | 255,607.45 | |
| Due to Endowment Funds | 174.00 | |
| | $ 277,350.58 | |
| General Fund Surplus | 75,142.90 | $ 352,493.48 |
| Restricted Liabilities and Funds | | |
| Accounts Payable | $ 6,639.87 | |
| Restricted Funds | 1,055,397.22 | 1,062,037.09 |
| Total Current Liabilities and Funds | | $ 1,414,530.57 |
| **Endowment and Other Non-Expendable Funds** | | |
| Cash Overdraft | $ 7,617.65 | |
| Due to Current Restricted Funds | 328,518.23 | |
| Endowment Funds | 7,568,686.09 | |
| Total Endowment and Other Non-Expendable Funds | | 7,904,821.97 |
| Plant Funds | | 2,903,339.69 |
| Total Atlanta University Liabilities and Funds | | $12,222,692.23 |
| Agency Funds | | 2,088,514.96 |
| Total Liabilities and Funds | | $14,311,207.19 |

## COMPARATIVE STATEMENT OF CURRENT INCOME AND EXPENDITURES 1957-58 AND 1956-57 (DETAILS FOR 1957-58 — SCHEDULES IV & V)

| | 1957-58 | 1956-57 | INCREASE | DECREASE |
|---|---|---|---|---|
| **INCOME** | | | | |
| Educational and General | | | | |
| Student Fees | | | | |
| University | $115,173.58 | $ 98,668.94 | $ 16,504.64 | —0— |
| Elementary School | 28,008.00 | 29,401.75 | —0— | $ 1,393.75 |
| | $143,181.58 | $128,070.69 | $ 16,504.64 | $ 1,393.75 |
| Old Accounts Collected | 281.81 | 302.40 | —0— | 20.59 |
| Income from Endowment Investments | 439,385.88 | 409,025.84 | 30,360.04 | |
| Gifts & Grants | 121,820.49 | 90,191.77 | 31,628.72 | |
| Other Income | 50,002.86 | 56,860.67 | —0— | 6,857.81 |
| Total Educational and General | $754,672.62 | $684,451.37 | $ 78,493.40 | $ 8,272.15 |
| Auxiliary Enterprises | | | | |
| Board & Room | $ 67,011.26 | $ 68,212.09 | —0— | $ 1,200.83 |
| Federal Housing | —0— | 78.00 | —0— | 78.00 |
| Undeveloped Property | 231.00 | —0— | 231.00 | —0— |
| Total Auxiliary Enterprises | $ 67,242.26 | $ 68,290.09 | $ 231.00 | $ 1,278.83 |
| Total General Fund Income | $821,914.88 | $752,741.46 | $ 69,173.42 | |
| **EXPENDITURES** | | | | |
| Educational and General | | | | |
| Administration and General | $150,099.35 | $137,065.88 | $ 13,033.47 | $ —0— |
| Instruction | | | | |
| Arts & Sciences | 112,318.96 | 100,562.24 | 11,756.72 | —0— |
| School of Education | 47,517.11 | 40,176.08 | 7,341.03 | —0— |
| School of Business Admin. | 27,314.01 | 28,331.16 | —0— | 1,017.15 |
| School of Library Service | 33,487.98 | 34,904.38 | —0— | 1,416.40 |
| School of Social Work | 94,288.40 | 82,534.16 | 11,754.24 | —0— |
| Elementary School | 30,471.90 | 28,964.56 | 1,507.34 | —0— |
| Library | 89,146.74 | 76,422.93 | 12,723.81 | —0— |
| Operation and Maintenance of Physical Plant | 59,206.56 | 48,918.13 | 10,288.43 | —0— |
| Other Expenditures | 54,263.33 | 27,013.37 | 27,249.96 | —0— |
| Total Educational & General | $698,114.34 | $604,892.89 | $ 95,655.00 | $ 2,433.55 |
| Auxiliary Enterprises | | | | |
| Board & Room | | | | |
| Dormitories | $ 30,775.68 | $ 27,089.05 | $ 3,686.63 | $ —0— |
| Dining Hall | 44,041.97 | 40,126.46 | 3,915.51 | —0— |
| Federal Housing | 151.50 | 300.32 | —0— | 148.82 |
| Undeveloped Property | 3,236.50 | 4,521.16 | —0— | 1,284.66 |
| Total Auxiliary Enterprises | $ 78,205.65 | $ 72,036.99 | $ 7,602.14 | $ 1,433.48 |
| Total General Fund Expenditures | $776,319.99 | $676,929.88 | $103,257.14 | $ 3,867.03 |
| Excess of General Fund Income | 5,594.89 | 15,811.58 | —0— | 10,216.69 |
| Transferred to Reserve | 40,000.00 | 60,000.00 | —0— | 20,000.00 |
| Total | $821,914.88 | $752,741.46 | $ 69,173.42 | |





## SUMMARY OF CHANGES IN ENDOWMENT AND OTHER NON-EXPENDABLE FUNDS FOR THE YEAR ENDED JUNE 30, 1958

| | General Endowment Fund | Endowment For Library Maintenance & Expenses | Total |
|---|---|---|---|
| Balance, July 1, 1957 | $6,721,992.57 | $682,012.58 | $7,404,005.15 |
| Additions | | | |
| Gifts and Grants — Schedule VI | | | |
| Gertrude Ware Bunce Estate | 145,896.21 | —0— | 145,896.21 |
| Collections on Note and Interest Given for the Ware Memorial Fund | 174.00 | —0— | 174.00 |
| Gain on Investments Sold | 19,100.54 | (489.81) | 18,610.73 |
| Increase (Decrease) in Endowment and Other Non-Expendable Funds | $ 165,170.75 | $ (489.81) | $ 164,680.94 |
| | $6,887,163.32 | $681,522.77 | |
| Balance of Funds at June 30, 1958 | | | $7,568,686.09 |

### Assets of Endowment and Other Non-Expendable Funds

| | Book Value | Estimated Market Value |
|---|---|---|
| Bonds | $3,332,132.49 | $ 3,330,187.96 |
| Preferred Stocks | 1,554,506.61 | 1,599,781.25 |
| Common Stocks | 3,001,298.71 | 6,467,353.17 |
| Total Investments with New York Trust Co. | $7,887,937.81 | $11,397,322.38 |
| Beneficial Interest in Trust | 16,710.16 | 16,710.16 |
| Total | $7,904,647.97 | $11,414,032.54 |
| Cash and Due from Other Funds | 174.00 | —0— |
| | $7,904,821.97 | $11,414,032.54 |
| Less Amount Due to Restricted & Other Funds | 336,135.88 | |
| | $7,568,686.09 | |

## ENROLLMENT IN THE ATLANTA COLLEGES

1957 - 1958 and 1958 - 1959 Compared

THE UNIVERSITY SYSTEM

| | 1958 | 1959 | Increase or Decrease |
|---|---|---|---|
| Atlanta University | | | |
| School of Arts and Sciences | 73 | 83 | + 10 |
| School of Social Work | 96 | 79 | − 17 |
| School of Library Service | 41 | 53 | + 12 |
| School of Education | 422 | 432 | + 10 |
| School of Business Administration | 46 | 28 | − 18 |
| Special | 21 | 26 | + 5 |
| Total | 699 | 701 | + 2 |
| Morehouse College | 739 | 756 | + 17 |
| Spelman College | 485 | 513 | + 28 |
| Total | 1,224 | 1,269 | + 45 |
| Total College and Graduate | 1,923 | 1,970 | + 47 |
| Atlanta University Laboratory School | 202 | 215 | + 13 |
| Pre-School Enrollment | 60 | 59 | − 1 |
| Total | 262 | 274 | + 12 |
| Total University System | 2,185 | 2,244 | + 59 |

OTHER ATLANTA COLLEGES

| | | | |
|---|---|---|---|
| Clark College | 805 | 823 | + 18 |
| Morris Brown College | 875 | 896 | + 21 |
| Gammon Theological Seminary | 83 | 92 | + 9 |
| Total Other Atlanta Colleges | 1,763 | 1,811 | + 48 |
| GRAND TOTAL | 3,948 | 4,055 | +107 |

## SCHOOLS OFFERING GRADUATE WORK

1958 - 1959

School of Arts and Sciences
1. Biology
2. Chemistry
3. Economics
4. English
5. French
6. History
7. Mathematics
8. Political Science
9. Social Science
10. Sociology and Anthropology

School of Social Work
School of Library Service
School of Education
School of Business Administration





## ENROLLMENT BY SCHOOLS

1958 - 1959

SUMMARY

| | Men | Women | Total |
|---|---|---|---|
| School of Arts and Sciences | 53 | 30 | 83 |
| School of Social Work | 27 | 52 | 79 |
| School of Library Service | 9 | 44 | 53 |
| School of Education | 111 | 321 | 432 |
| School of Business Administration | 22 | 6 | 28 |
| Special | 17 | 9 | 26 |
| Total | 239 | 462 | 701 |

## GEOGRAPHICAL DISTRIBUTION OF ENROLLMENT

1958 - 1959

ARTS AND SCIENCES, SOCIAL WORK, LIBRARY SERVICE, EDUCATION, BUSINESS ADMINISTRATION

| State or Geographical Sub-Division | Total |
|---|---|
| 1. Alabama | 23 |
| 2. Arkansas | 4 |
| 3. California | 2 |
| 4. Florida | 7 |
| 5. Georgia | 541 |
| 6. Illinois | 2 |
| 7. Indiana | 3 |
| 8. Louisiana | 8 |
| 9. Maryland | 3 |
| 10. Mississippi | 7 |
| 11. New Jersey | 3 |
| 12. New York | 10 |
| 13. North Carolina | 13 |
| 14. Ohio | 2 |
| 15. Oklahoma | 2 |
| 16. Pennsylvania | 2 |
| 17. South Carolina | 35 |
| 18. Tennessee | 7 |
| 19. Texas | 7 |
| 20. Virginia | 4 |
| 21. West Virginia | 2 |
| District of Columbia | 1 |
| China | 2 |
| Ghana | 2 |
| India | 2 |
| Liberia | 3 |
| Nigeria | 3 |
| South Africa | 1 |
| TOTAL | 701 |

## ENROLLMENT BY COLLEGES REPRESENTED

1958 - 1959

| Name of Institution | Total |
|---|---|
| 1. Agricultural, Mechanical and Normal College, Pine Bluff, Arkansas | 3 |
| 2. Agricultural and Technical College of North Carolina | 6 |
| 3. Alabama Agricultural and Mechanical College | 3 |
| 4. Alabama College | 1 |
| 5. Alabama State College | 7 |
| 6. Albany State College | 8 |
| 7. Alcorn Agricultural and Mechanical College | 1 |
| 8. Allen University | 9 |
| 9. Atlanta University | 5 |
| 10. Benedict College | 11 |
| 11. Bennett College | 5 |
| 12. Bethune-Cookman College | 1 |
| 13. Bishop College | 1 |
| 14. Bluefield State College (West Virginia) | 2 |
| 15. Cheyney State Teachers College (Pennsylvania) | 1 |
| 16. Campbell College | 1 |
| 17. Chung Chi College (China) | 1 |
| 18. Claflin College | 4 |
| 19. Clark College | 107 |
| 20. College of the City of New York | 1 |
| 21. Concordia Seminary | 1 |
| 22. Delaware State College | 1 |
| 23. Delhi University (India) | 3 |
| 24. Dillard University | 7 |
| 25. Fisk University | 6 |
| 26. Florida Agricultural and Mechanical University | 2 |
| 27. Fort Valley State College | 47 |
| 28. George Williams College | 1 |
| 29. Grambling College | 2 |
| 30. Hampton Institute | 3 |
| 31. Howard University | 5 |
| 32. Huston-Tillotson College | 1 |
| 33. Jackson College for Negro Teachers | 3 |
| 34. Johnson C. Smith University | 6 |
| 35. Kentucky State College | 1 |
| 36. Knoxville College | 5 |
| 37. Langston University | 2 |
| 38. Leland College | 2 |
| 39. LeMoyne College | 1 |
| 40. Lincoln University (Pennsylvania) | 5 |
| 41. Livingstone College | 1 |
| 42. Louisville Municipal College | 1 |
| 43. Meharry Medical College (School of Nursing) | 1 |
| 44. Miles College | 2 |
| 45. Morehouse College | 88 |
| 46. Morgan State College | 5 |
| 47. Morris Brown College | 87 |
| 48. National Taiwan University | 1 |
| 49. New York University | 2 |
| 50. North Carolina Agricultural and Technical College | 2 |





## ENROLLMENT BY COLLEGES REPRESENTED (Continued)

1958 - 1959

| Name of Institution | Total |
|---|---|
| 51. North Carolina College at Durham | 3 |
| 52. Ohio Wesleyan University | 1 |
| 53. Paine College | 8 |
| 54. Philander Smith College | 2 |
| 55. Prairie View Agricultural and Mechanical State College | 2 |
| 56. Rust College | 1 |
| 57. Saint Andrew's College (London, England) | 1 |
| 58. Saint Augustine's College | 4 |
| 59. Savannah State College | 31 |
| 60. Shaw University | 2 |
| 61. South Carolina State College | 15 |
| 62. Southern University | 3 |
| 63. Spelman College | 85 |
| 64. Talladega College | 5 |
| 65. Tennessee Agricultural and Industrial State University | 11 |
| 66. Texas College | 1 |
| 67. Texas Southern University | 2 |
| 68. Tougaloo Southern Christian College | 2 |
| 69. Tuskegee Institute | 10 |
| 70. University of Delaware | 1 |
| 71. University of Illinois | 1 |
| 72. University of Wisconsin | 1 |
| 73. Virginia State College | 1 |
| 74. Virginia Union University | 1 |
| 75. West Virginia State College | 5 |
| 76. Western Reserve University | 1 |
| 77. Wilberforce University | 1 |
| 78. Winston-Salem State Teachers College | 2 |
| Special | 26 |
| TOTAL | 701 |

## SUMMARY OF DEGREES AWARDED

1931 - 1958

### GRADUATE SCHOOL OF ARTS AND SCIENCES

By Departments

| Departments | M.A. Men | M.A. Women | M.A. Total | M.S. Men | M.S. Women | M.S. Total | Total of Totals |
|---|---|---|---|---|---|---|---|
| 1. Biology | 0 | 1 | 1 | 73 | 23 | 96 | 97 |
| 2. Chemistry | 0 | 0 | 0 | 46 | 15 | 61 | 61 |
| 3. Economics | 39 | 5 | 44 | 0 | 0 | 0 | 44 |
| 4. Education | 36 | 92 | 128 | 0 | 0 | 0 | 128 |
| 5. English | 33 | 105 | 138 | 0 | 0 | 0 | 138 |
| 6. French | 9 | 40 | 49 | 0 | 0 | 0 | 49 |
| 7. History | 36 | 29 | 65 | 0 | 0 | 0 | 65 |
| 8. Home Economics | 0 | 4 | 4 | 0 | 0 | 0 | 4 |
| 9. Latin | 1 | 4 | 5 | 0 | 0 | 0 | 5 |
| 10. Mathematics | 26 | 17 | 43 | 31 | 15 | 46 | 89 |
| 11. Political Science | 16 | 8 | 24 | 0 | 0 | 0 | 24 |
| 12. Social Science | 1 | 2 | 3 | 0 | 0 | 0 | 3 |
| 13. Sociology | 76 | 78 | 154 | 0 | 0 | 0 | 154 |
| TOTAL | 273 | 385 | 658 | 150 | 53 | 203 | 861 |

### SCHOOL OF SOCIAL WORK

| | M.S.W. Men | Women | Total |
|---|---|---|---|
| 1939 - 1958 | 216 | 548 | 764 |

### SCHOOL OF LIBRARY SERVICE

| | B.S. in L.S. Men | B.S. in L.S. Women | B.S. in L.S. Total | M.S. in L.S. Men | M.S. in L.S. Women | M.S. in L.S. Total | Total of Totals |
|---|---|---|---|---|---|---|---|
| 1942 - 1958 | 6 | 194 | 200 | 26 | 128 | 154 | 354 |

### SCHOOL OF EDUCATION

| | M.A. Men | M.A. Women | M.A. Total | M.Ed. Men | M.Ed. Women | M.Ed. Total | Total of Totals |
|---|---|---|---|---|---|---|---|
| 1945 - 1958 | 174 | 294 | 468 | 146 | 215 | 361 | 829 |

### SCHOOL OF BUSINESS ADMINISTRATION

| | M.B.A. Men | Women | Total |
|---|---|---|---|
| 1946 - 1958 | 51 | 12 | 63 |





## SUMMARY OF DEGREES AWARDED

1931 - 1958

| Year | M.A. | M.S. | M.S.W. | B.S. in L.S. | M.S. in L.S. | M.Ed. | M.B.A. | Total |
|---|---|---|---|---|---|---|---|---|
| 1931 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 1932 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 4 |
| 1933 | 16 | 4 | 0 | 0 | 0 | 0 | 0 | 20 |
| 1934 | 20 | 3 | 0 | 0 | 0 | 0 | 0 | 23 |
| 1935 | 20 | 2 | 0 | 0 | 0 | 0 | 0 | 22 |
| 1936 | 21 | 2 | 0 | 0 | 0 | 0 | 0 | 23 |
| 1937 | 37 | 11 | 0 | 0 | 0 | 0 | 0 | 48 |
| 1938 | 40 | 5 | 0 | 0 | 0 | 0 | 0 | 45 |
| 1939 | 26 | 4 | 4 | 0 | 0 | 0 | 0 | 34 |
| 1940 | 38 | 8 | 7 | 0 | 0 | 0 | 0 | 53 |
| 1941 | 39 | 11 | 19 | 0 | 0 | 0 | 0 | 69 |
| 1942 | 29 | 5 | 26 | 22 | 0 | 0 | 0 | 82 |
| 1943 | 26 | 9 | 31 | 17 | 0 | 0 | 0 | 83 |
| 1944 | 26 | 3 | 16 | 15 | 0 | 0 | 0 | 60 |
| 1945 | 28 | 5 | 25 | 18 | 0 | 32 | 0 | 108 |
| 1946 | 42 | 6 | 68 | 24 | 0 | 67 | 0 | 207 |
| 1947 | 35 | 9 | 62 | 20 | 0 | 54 | 2 | 182 |
| 1948 | 38 | 6 | 102 | 30 | 0 | 61 | 9 | 246 |
| 1949 | 56 | 14 | 57 | 36 | 0 | 43 | 7 | 213 |
| 1950 | 55 | 19 | 44 | 16 | 3 | 35 | 7 | 179 |
| 1951 | 41 | 6 | 51 | 2 | 12 | 46 | 4 | 162 |
| 1952 | 49 | 12 | 54 | 0 | 16 | 23 | 2 | 156 |
| 1953 | 61 | 5 | 34 | 0 | 13 | 0 | 3 | 116 |
| 1954 | 80 | 4 | 24 | 0 | 19 | 0 | 1 | 128 |
| 1955 | 64 | 16 | 32 | 0 | 26 | 0 | 4 | 142 |
| 1956 | 89 | 6 | 30 | 0 | 24 | 0 | 3 | 152 |
| 1957 | 69 | 13 | 35 | 0 | 22 | 0 | 5 | 144 |
| 1958 | 77 | 14 | 43 | 0 | 19 | 0 | 16 | 169 |
| TOTAL | 1,126 | 203 | 764 | 200 | 154 | 361 | 63 | 2,871 |

## ATLANTA UNIVERSITY SUMMER SCHOOL ENROLLMENT — 1958
## TOTAL SUMMER SCHOOL ENROLLMENT

| | Men | Women | Total |
|---|---|---|---|
| Graduate | 416 | 868 | 1,284 |
| Undergraduate | 234 | 203 | 437 |
| TOTAL | 650 | 1,071 | 1,721 |

| | Boys | Girls | Total |
|---|---|---|---|
| Oglethorpe Elementary School | 45 | 57 | 102 |
| GRAND TOTAL | 695 | 1,128 | 1,823 |

## ENROLLMENT OF VETERANS

| | Men | Women | Total |
|---|---|---|---|
| Public Law 550 | 104 | 6 | 110 |
| Public Law 654 | 0 | 1 | 1 |
| Public Law 894 | 3 | 0 | 3 |
| TOTAL | 107 | 7 | 114 |

| | S1957 | S1958 |
|---|---|---|
| Veterans | 119 | 114 |





## ATLANTA UNIVERSITY SUMMER SCHOOL — 1958
## GEOGRAPHICAL DISTRIBUTION OF ENROLLMENT

| State or Geographic Division | Graduate | Under-graduate | Total |
|---|---|---|---|
| 1. Alabama | 62 | 14 | 76 |
| 2. Arkansas | 3 | 1 | 4 |
| 3. Delaware | 1 | 0 | 1 |
| 4. Florida | 26 | 14 | 40 |
| 5. Georgia | 1,044 | 376 | 1,420 |
| 6. Illinois | 1 | 0 | 1 |
| 7. Indiana | 1 | 1 | 2 |
| 8. Kentucky | 0 | 2 | 2 |
| 9. Louisiana | 14 | 3 | 17 |
| 10. Maryland | 4 | 0 | 4 |
| 11. Massachusetts | 0 | 1 | 1 |
| 12. Michigan | 0 | 2 | 2 |
| 13. Mississippi | 27 | 5 | 32 |
| 14. Missouri | 1 | 0 | 1 |
| 15. Oklahoma | 1 | 0 | 1 |
| 16. New Jersey | 2 | 0 | 2 |
| 17. New York | 3 | 1 | 4 |
| 18. North Carolina | 21 | 3 | 24 |
| 19. Pennsylvania | 4 | 1 | 5 |
| 20. South Carolina | 38 | 7 | 45 |
| 21. Tennessee | 10 | 4 | 14 |
| 22. Texas | 8 | 0 | 8 |
| 23. Virginia | 6 | 1 | 7 |
| 24. West Virginia | 2 | 0 | 2 |
| District of Columbia | 1 | 1 | 2 |
| TOTAL | 1,280 | 437 | 1,717 |
| Ghana | 1 | 0 | 1 |
| Japan | 1 | 0 | 1 |
| Liberia | 2 | 0 | 2 |
| TOTAL | 4 | 0 | 4 |
| GRAND TOTAL | 1,284 | 437 | 1,721 |

## ATLANTA UNIVERSITY SUMMER SCHOOL — 1958

### REGISTRATION OF STUDENTS

| SCHOOL OF ARTS AND SCIENCES | Graduate | Under-graduate | Total |
|---|---|---|---|
| Biology | 48 | 4 | 52 |
| Chemistry | 28 | 28 | 56 |
| Economics | 3 | 6 | 9 |
| English | 47 | 10 | 57 |
| French | 14 | 5 | 19 |
| History | 9 | 3 | 12 |
| Liberal Arts* | 0 | 245 | 245 |
| Mathematics | 63 | 6 | 69 |
| Music | 0 | 0 | 0 |
| Philosophy | 0 | 12 | 12 |
| Physical Sciences | 20 | 0 | 20 |
| Physics | 2 | 18 | 20 |
| Political Science | 7 | 1 | 8 |
| Psychology | 2 | 5 | 7 |
| Religion | 0 | 8 | 8 |
| Sociology | 14 | 5 | 19 |
| Spanish | 1 | 1 | 2 |
| TOTAL | 258 | 357 | 615 |
| School of Social Work | 44 | 0 | 44 |
| School of Library Service | 91 | 4 | 95 |
| School of Education | 869 | 73 | 942 |
| School of Business Administration | 22 | 3 | 25 |
| TOTAL | 1,026 | 80 | 1,106 |
| GRAND TOTAL | 1,284 | 437 | 1,721 |

* Registered in Different Departments.





## ATLANTA UNIVERSITY SUMMER SCHOOL — 1958

### COMPLETED REQUIREMENTS FOR DEGREES

#### GRADUATE DEGREES

| SCHOOL OF ARTS AND SCIENCES | | Totals |
|---|---|---|
| Master of Arts | | 23 |
| Economics | 2 | |
| English | 3 | |
| Mathematics | 2 | |
| Political Science | 3 | |
| Social Science | 1 | |
| Sociology | 12 | |
| Master of Science | | 9 |
| Biology | 5 | |
| Mathematics | 4 | |
| SCHOOL OF SOCIAL WORK | | |
| Master of Social Work | | 1 |
| SCHOOL OF LIBRARY SERVICE | | |
| Master of Science in Library Service | | 10 |
| SCHOOL OF EDUCATION | | |
| Master of Arts | | 31 |
| SCHOOL OF BUSINESS ADMINISTRATION | | |
| Master of Business Administration | | 7 |
| TOTAL GRADUATE DEGREES | | 81 |

#### UNDERGRADUATE DEGREES

| | |
|---|---|
| Clark College | 5 |
| Morehouse College | 17 |
| Morris Brown College | 11 |
| Spelman College | 7 |
| TOTAL UNDERGRADUATE DEGREES | 40 |

## SUMMARY OF ENROLLMENT — 1958 - 1959

### GRADUATE AND PROFESSIONAL SCHOOLS

| | Men | Women | Total |
|---|---|---|---|
| School of Arts and Sciences | 53 | 30 | 83 |
| School of Social Work | 27 | 52 | 79 |
| School of Library Service | 9 | 44 | 53 |
| School of Education | 111 | 321 | 432 |
| School of Business Administration | 22 | 6 | 28 |
| Special | 17 | 9 | 26 |
| TOTAL | 239 | 462 | 701 |

### LABORATORY SCHOOL

| | Boys | Girls | Total |
|---|---|---|---|
| Elementary School | 101 | 114 | 215 |
| Kindergarten-Nursery (Spelman College) | 23 | 36 | 59 |
| TOTAL | 124 | 150 | 274 |
| TOTAL (excluding Kindergarten-Nursery School) | | | 215 |

### SUMMER SCHOOL — 1958

| | Men | Women | Total |
|---|---|---|---|
| Graduate (All Schools) | 416 | 868 | 1,284 |
| Undergraduate | 234 | 203 | 437 |
| TOTAL | 650 | 1,071 | 1,721 |

| | Boys | Girls | Total |
|---|---|---|---|
| Elementary School | 45 | 57 | 102 |
| TOTAL SUMMER SCHOOL ENROLLMENT | 695 | 1,128 | 1,823 |
| GRAND TOTAL (June 1, 1958 to June 1, 1959) | | | 2,739 |

December 1, 1960

Mrs. Josephine D. Murphy
Bumstead Hall
Atlanta University
50 Chestnut Street, S. W.
Atlanta, Georgia

Dear Mrs. Murphy:

The 1960 meeting of the Southern Regional Council, held at Atlanta University on November 9, was a very successful one. This was due in no small part to the efforts and thoughtfulness of you and your staff. Please know that we are deeply grateful.

As an expression of our appreciation, we are sending you a copy of Mr. Dabbs' book, The Road Home.

With best wishes,

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

December 1, 1960

Mrs. Gertrude Anderson
Bumstead Hall
Atlanta University
50 Chestnut Street, S. W.
Atlanta, Georgia

Dear Mrs. Anderson:

The facilities offered by Atlanta University and particularly your gracious hospitality contributed immeasurably to our 1960 Annual Meeting. We are most grateful.

Under separate cover, we are sending you a copy of Mr. Dabbs' book, The Road Home. Please accept this as a token of our gratitude.

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

December 1, 1960

Mrs. Lyda Kennedy
Bumstead Hall
Atlanta University
50 Chestnut Street, S. W.
Atlanta, Georgia

Dear Mrs. Kennedy:

Our Annual Meeting held on November 9 was an excellent one, due in no small measure to the services offered by you and your staff. The menu, the food, and the efficient way in which the service was handled were all excellent. I know that this was done at some inconvenience and with considerable effort on your part, and we are grateful.

As an expression of our appreciation we are sending you a copy of Mr. Dabbs' book, The Road Home.

8 With best wishes,

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

Foreign Students

# ATLANTA UNIVERSITY

ATLANTA, GEORGIA

File

September 14, 1961

Dr. Leslie Dunbar
Executive Secretary
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Dr. Dunbar:

I wish to thank you for your kindness in taking time out from your busy schedule to speak to the African students participating in the UNCF Orientation to American Life Program here at Atlanta University.

Your speech was very informative and the students enjoyed it. The entire staff is grateful to you for your contribution in making their stay in Atlanta a pleasant one and their introduction to American life an impressive one.

Sincerely,

Edward K. Weaver

Edward K. Weaver, Director
UNCF Orientation Conference

EKW/dmb

MEMBER UNITED NEGRO COLLEGE FUND

ATLANTA UNIVERSITY
Atlanta 14, Georgia

Time Schedule -- First Semester, 1960-1961

TEACHERS AND OTHER REGULARLY EMPLOYED INDIVIDUALS
MAY CONTINUE GRADUATE STUDY
DURING THE REGULAR SCHOOL YEAR

Atlanta University makes a special effort to help teachers and other regularly employed individuals continue their graduate work during the regular academic year by offering courses which meet on the University campus during late afternoons, evenings, and on Saturday mornings.

## ADMISSION PROCEDURE

All students who have previously attended Atlanta University are required to notify the Registrar in writing or by telephone (JAckson 3-6431, Extension 11) of their desire to be re-admitted to the University. In this notification please inform the Registrar of the time of your last attendance as a student in the University. Also give name under which you attended Atlanta University if different from present name. Upon proper notification, the Registrar will send, by return mail, an official letter of re-admission to the University.

Those individuals who have not attended Atlanta University previously will be required to submit official application forms prior to their registration. All individuals who are desirous of registering for the first time should immediately request the Registrar to send them application forms. It will greatly expedite the handling of applications for admission, if individuals applying for the first time will immediately request the Registrar of the college from which they secured their undergraduate degree to forward an official transcript of their undergraduate record to the Registrar of Atlanta University.

## TIME OF REGISTRATION

Registration for in-service teachers and other regularly employed individuals will take place between the hours of 8:00 A.M. and 12:30 P.M. on Saturday, September 24, 1960, in Room 211 of the Administration Building (Harkness Hall).

Those who find it convenient to register during the regular registration period on Tuesday, September 20, 1960 between the hours of 9:00 A.M. and 6:00 P.M. are urged to do so.

In-service teachers and other regularly employed individuals may also register between the hours of 8:00 A.M. and 5:00 P.M. on Wednesday, September 21 through Saturday, October 1, 1960, in Room 211 Harkness Hall (The Administration Building), 223 Chestnut Street, SW. The last day to register for first semester credit is Saturday, October 1, 1960, from 8:00 A.M. to 12:30 P.M.

## TUITION AND FEES

Tuition is charged at the rate of $15.00 per semester hour. An activity fee of $5.00 is charged all students who take less than nine (9) semester hours. A matriculation fee of $5.00 is charged students registering in the University for the first time.

One course, then, will cost $50.00 if the student has previously enrolled in the University, and $55.00 if the student is registering for the first time. Tuition and fees are due and payable at the time of registration.

STATE AID

Bona fide citizens of Georgia are eligible for State Aid. Applications for this aid must be made directly to the Board of Regents of the University System of Georgia, 244 Washington Street, SW, Room 468, Atlanta 3, Georgia, before registering at Atlanta University. This procedure must be followed by applicants who are applying for the first time and by those who have previously received State Aid.

CONSULTATION

The Deans and faculties of the several Schools of the University will be available during registration periods for any help desired.

NUMBER OF COURSES IN-SERVICE TEACHERS MAY TAKE

According to a regulation of the State Department of Education, "Not more than one course per semester or two courses per school year may be taken for credit while holding a full-time position and drawing a full salary from the State."

ENGLISH FUNDAMENTALS EXAMINATION AND FOREIGN LANGUAGE READING EXAMINATION

Applicants for the English Fundamentals Examination and the Foreign Language Reading Examination must secure applications for these examinations, fill out and return executed applications to the Office of the Registrar.

The application for the English Fundamentals Examination which is scheduled for Monday, October 3, 1960 at 7:30 P.M. must be returned on or before Saturday, October 1, 1960.

English Fundamentals examinees whose last names begin with letters A through K - report to Dean Sage Auditorium; examinees whose last names begin with letters L through R - report to the Chemistry Building, Room 114; and examinees whose last names begin with letters S through Z - report to the Biology Building, Room 326.

The Foreign Language Reading Examination is scheduled for Wednesday, October 5, at 7:30 P.M. in Dean Sage Auditorium. Applications for this examination should be filled out and returned to the Office of the Registrar on or before Monday, October 3, 1960.

GRADUATE RECORD EXAMINATION

All graduate students enrolled in the University must take the Graduate Record Examination - if they have not taken the examination previously at Atlanta University - on Saturday, October 8, 1960. The application form for this examination should be secured when you pick up your registration materials. The application form must be filled out and left in the Office of the Registrar - 211 Harkness Hall (Administration Building).

## ABBREVIATIONS

Adm . . . Administration Building (Harkness Hall)

BB . . . Biology Building (Morehouse College)

CH . . . Chemistry Building (Morehouse College)

HH . . . Harkness Hall

LS . . . Laura Spelman Hall (Spelman College)

S . . . Sale Hall (Morehouse College)

Sg . . Dean Sage Hall

SLS . . School of Library Service (First and Second Floors of Trevor Arnett Library)

SSW . . School of Social Work Building

TH . . Tapley Hall (Spelman College)

RC . . . Reading Center (Temporary Building - Corner Chestnut Street and Greensferry Avenue)

### English

| Course Number | Title of Course | Credit | Hour | Days | Room | Instructor |
|---|---|---|---|---|---|---|
| 155 | English Fundamentals, Section I | 0 | TO BE ARRANGED | | | Grigsby |
| 155 | English Fundamentals, Section II | 0 | TO BE ARRANGED | | | Grigsby |

### French

| | | | | | | |
|---|---|---|---|---|---|---|
| 155 | French for Graduate Students | 0 | 9:00-12:00 | S | Sg100 | Campbell |

### SCHOOL OF SOCIAL WORK

| | | | | | | |
|---|---|---|---|---|---|---|
| 700 | Social Services I | 2 | 10:00-12:00 | S | SSW308 | Adams |

### SCHOOL OF LIBRARY SERVICE

| | | | | | | |
|---|---|---|---|---|---|---|
| 409 | Evaluation and Selection of Library Materials | 3 | 9:30-11:30 | S | SLS113 | Thompson |
| 410 | Reference Materials | 3 | 4:30-5:45 | MTh | SLS113 | Johnson |

## SCHOOL OF EDUCATION

| Course Number | Title of Course | Credit | Hour | Days | Room | Instructor |
|---|---|---|---|---|---|---|
| 402 | Arithmetic in the Elementary School | 3 | 4:30-7:00 | T | Sg204 | Weaver |
| 403 | Arts and Crafts in the Elementary School | 3 | 4:30-6:00 | TTh | LS | Holloway |
| 406 | Science in the Grades | 3 | 4:30-7:00 | MW | Sg204 | Weaver |
| 426 | Principles of School Administration | 3 | 8:00-10:30 | S | Sg201 | Boyd |
| 423 | Organization and Administration of Secondary Schools | 3 | 4:30-7:00 | F | Sg201 | Boyd |
| 429 | The Instructional Program of the Secondary School | 3 | 6:30-9:00 | W | Sg201 | Graves |
| 430 | Basic Principles of Guidance Services | 3 | 7:00-9:30 | T | Sg205 | Nix |
| 434 | Social Studies in the Secondary School | 3 | 6:30-9:00 | T | Sg201 | Graves |
| 453 | Statistics in Education and Psychology | 3 | 8:00-10:30 | S | Sg105 | Reid |
| 464 | Rural Life and Society | 3 | 8:00-10:30 | S | Sg204 | Bullock |
| 580* | Introduction to Exceptional Children | 3 | 4:30-6:00 | MW | Sg202 | Barksdale |
| 490 | Language Arts in the Elementary School | 3 | 4:30-7:00 | Th | RC | Saine |
| 491 | Teaching of Reading in the Elementary School | 3 | 4:30-6:00 | MW | RC | Saine |
| 492 | Reading Difficulties | 3 | 4:30-6:00 | TTh | RC | Hall |
| 493 | Teaching of Reading in the Secondary School | 3 | 4:30-6:00 | MW | RC | Hall |
| 494 | Clinical Procedures in Reading | 3 | 8:00-12:30 | S | RC | Hall |
| 498 | Science in the Secondary School | 3 | 4:30-7:00 | Th | Sg204 | Weaver |
| 504 | Apprenticeship in Reading | 1 | TO BE ARRANGED | | | Hall |
| 505 | Apprenticeship in Reading | 1 | TO BE ARRANGED | | | Saine |
| 507 | Psychological and Social Principles in Teaching Reading | 3 | 8:00-10:30 | S | RC | Saine |
| 511 | Supervised Field Experiences | 3 | (and field) 10:30-1:00-/ | S | Sg201 | Boyd |
| 519 | Advanced Educational Psychology | 3 | 8:00-10:30 | S | Sg102 | Barksdale |
| 535 | Psychology of Adjustment | 3 | 4:30-6:00 | TTh | Sg202 | Barksdale |
| 547 | Research Seminar | 1 | 7:00-8:00 | F | Sg200 | Bond and Faculty |

*Out of numerical sequence.

| Course Number | Title of Course | Credit | Hour | Days | Room | Instructor |
|---|---|---|---|---|---|---|
| 550 | Foundations of Education | 4 | 8:00-10:30 | S | Sg206 | Bond |
| 551 | Human Growth and Development | 4 | 10:30-1:00 | S | Sg102 | Barksdale |
| 553 | Psychological Appraisal of the Individual | 3 | 10:30-1:00 | S | Sg205 | Eagleson |
| 555 | Counseling Practicum | 3 | T O B E A R R A N GE D | | | Clifford |
| 560 | Elementary Curriculum Planning | 3 | 10:30-1:00 | S | Sg202 | Graves |
| 561 | Secondary Curriculum Planning | 3 | 10:30-1:00 | S | Sg202 | Graves |
| 595 | Essentials of Geography | 3 | 8:00-10:30 | S | Sg306 | Weaver |

SCHOOL OF BUSINESS ADMINISTRATION

| | | | | | | |
|---|---|---|---|---|---|---|
| 440 | Money and Banking | 3 | 10:00-12:30 | S | Sg302 | Wapensky |
| 446 | Principles of Life Insurance | 3 | 7:00-9:30PM | M | Sg302 | Brooks |
| 460 | Mathematics of Business | 0 | 6:30-9:00PM | M | Sg300 | Dubey |
| 466 | IBM Accounting Methods (Section I) | 3 | 7:00-9:30PM | W | Sg300 | Randolph |
| 466 | IBM Accounting Methods (Section II) | 3 | 10:00-12:30 | S | Sg300 | Randolph |
| 487 | Business Law | 3 | 7:00-9:30PM | Th | Sg302 | Birnie, C.M. |
| 492 | Real Estate | 3 | 6:30-9:00PM | T | Sg302 | Williamson |

Report filed in Research w/ JS

July 26, 1962

Dr. Rufus E. Clement
President
Atlanta University
Atlanta, Georgia

Dear Dr. Clement:

I received some time ago your annual report for 1961-62 which I have now finished reading. I was deeply impressed, as always, not only by the range of activities of Atlanta University, but by the depth of thinking which undergirds them. That you are moving closer to a Ph.D. program in some departments is especially exciting news.

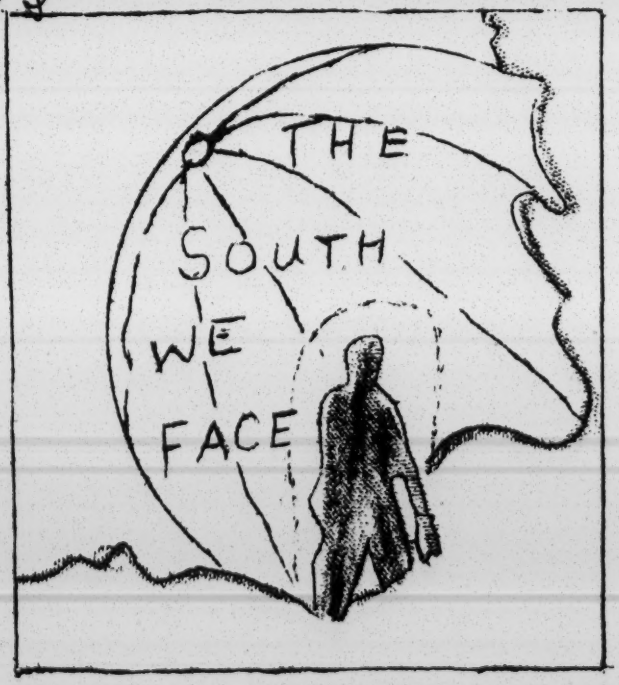
Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

A 4
Lord Speakers
autographs

TOWN MEETING




December 5, 1963
8:00 P. M.
Dean Sage Auditorium

TOWN MEETING is committed to the creative life of the dialogue. Of the many purposes of the dialogic encounter, the chief one is the liberation and cultivation of the mind through rational inquiry, diversity and dissent. Through vigorous and free discussion, deliberation, the clash of opposing views, critical reflection, and independent judgment, TOWN MEETING seeks to interpret and clarify some of the burning issues of the day. The idea is at least as old as Socrates.* He taught, by means of the dialectic method, that the art of rational discourse via the unfettered forum of discussion, question and answer is indispensable to the discovery and proclamation of truth in human affairs.

---

*Aristotle attributes the genesis of the dialectic method to Zeno of Elea. Even so, Socrates made it famous.

PROGRAM

Subject: "The Changing Mind of the South"

Speakers: Mr. James Forman, Executive Secretary, Student Non-Violent Coordinating Committee (SNCC)

Dr. Leslie W. Dunbar, Executive Director, Southern Regional Council

Moderator: Dr. Samuel Dubois Cook

Ushers: Miss Etta Geer
Morris Brown College

Miss Gwendolyn Maddox
Spelman College

Town Meeting is sponsored by the Department of Political Science at Atlanta University in cooperation with selected individuals of the University Center.

## TOWN MEETING COMMITTEE

Mr. G. C. Birchette, Atlanta U.
Dr. R. H. Brisbane, Morehouse
Mr. James Greene, Clark
Dr. S. L. Lynd, Spelman
Mr. William Pace, Morris Brown
Dr. Edward Sweat, Clark
Dr. S. W. Williams, Morehouse
Dr. S. D. Cook, Atlanta U., Chairman

---

THANKS FOR YOUR PRESENCE;

PLEASE COME BACK NEXT MONTH.

ATLANTA UNIVERSITY
ATLANTA 14, GEORGIA

SCHOOL OF ARTS AND SCIENCES

October 21, 1964

Dr. Leslie W. Dunbar
Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Les:

Once more, I want to express deep gratitude to you for consenting to present your views and reflections on the timely and perennial issue of civil disobedience and political obligation at our forthcoming meeting in Durham. I look forward to hearing you.

If you have not done so, I hope that, at least by November 1, you will send copies of your paper to the discussants: David Spitz, Ohio State; James Steintrager, University of Texas, and Vincent Harding.

The panel, the oracle tells me, is going to exciting and instructive. I look forward to it.

Incidentally, thanks for your sobering and prophetic speech at today's Hungry Club. It was a meaty and thoughtful performance.

All good wishes,

Sincerely yours,

Samuel DuBois Cook

MEMBER UNITED NEGRO COLLEGE FUND

File Atlanta Univ - gen.

From Atlanta University, Atlanta, Georgia For immediate release 1964

WB
TA
PW

FEDERAL JUDGE JAMES B. PARSONS

TO SPEAK AT ATLANTA UNIVERSITY

Atlanta, Georgia, May 12 - Special -

The Atlanta University School of Business Administration will sponsor a lecture by Judge James B. Parsons, Judge of the United States District Court for the Northern District of Illinois, on Tuesday evening, May 19, at 8:00 p. m. in Dean Sage Auditorium. He will discuss "Civil Rights versus Property Rights."

In 1946, after four years of enlisted service in the United States Navy, Judge Parsons received his Master's Degree in Political Science. He entered the University of Chicago Law School, receiving his Doctor of Law Degree from that school in 1949. He served as Assistant United States Attorney in Chicago for nine years, handling all Civil Rights and Selective Services matters, and from 1955, all Internal Security and Subversive Activities matters for the Department of Justice in the Northern District of Illinois.

Judge Parsons resigned from the United States Attorney's Office to campaign for a judgeship of the Superior Court of Cook County and was elected in November of 1960. He served in that capacity until August, 1961, when he was appointed by President Kennedy as a Judge of the United States District for the Northern District of Illinois.

The public is invited to attend the lecture.

Rec'd 6/9/65

file

ATLANTA UNIVERSITY
ATLANTA, GEORGIA 30314

SCHOOL OF ARTS AND SCIENCES

file

June 7, 1965

Dr. Leslie W. Dunbar
Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Les:

This is a follow-up of our telephone conversation concerning the visit of 40 or so African students to Atlanta, July 12-14.

We would appreciate very much your discussing "The Southern Mind," July 14, 8 p.m. The Phelps-Stokes Fund will give you a token honorarium of $50.00. It should be about $300.00.

All good wishes,

Sincerely yours,

Sam

Samuel DuBois Cook

File - Atl. University

May 3, 1967

Dr. Rufus E. Clement, President
Atlanta University
Atlanta, Georgia 30314

Dear Dr. Clement:

I have just finished reading with considerable interest the Annual Report of the President.

Your thirty years of leadership have been outstanding and you cannot be commended too highly.

With warmest regards.

Sincerely,

Paul Anthony
Executive Director

PA/km

LPA file — This is the Mrs. Phinazee you've talked to many times at A.U. Library. MJ

Joe — Atl. Univ.

October 12, 1967

Mrs. Joseph Phinazee
4466 Bakers Ferry Road, S. W.
Atlanta, Georgia 30331

Dear Annette:

I'm pleased to put your daughter on our mailing list. In fact, I'm today putting together a small packet of our most current things and getting them off to her, including the policy statement, "On the National Crisis."

Enclosed is a copy of the statement for your use.

Regards to Joe.

Sincerely,

(Mrs.) Mildred M. Johnson
Secretary to the Director

MMJ
Enclosure - 1.

October 12, 1967

Janet,

Please put the following person

on our RESEARCH mailing list:

Mrs. Kenneth C. Edelin
5275 Cobb Drive
Dayton, Ohio 45431

thank you,
mmj

MEMO FROM

10-10-67

Annette Hoage Phinazee

Dear Mildred,

I have just read in its entirety the statement "On the National Crisis", by the Council. I wonder if it would be possible for me to have two copies - one for myself and one for my daughter. In fact, I wonder whether it would be possible to put my daughter on your mailing list. She is intensely interested in civil rights (currently says she wants to take law to become more effective) but she is living in Dayton, Ohio and is further from "action" than she was in Nashville.

Her name and address are:

Mrs. Kenneth C. Edelin
5275 Cobb Drive
Dayton, Ohio 45431

Thank you.

Annette

See Atlanta Univ.

January 5, 1968

Mrs. Annette L. Phinazee
School of Library Service
Atlanta University
Atlanta, Georgia 30314

Dear Annette:

Warmest congratulations, Grandma! And every good wish for the New Year.

Sincerely,

Paul Anthony
Executive Director

PA/km

ATLANTA UNIVERSITY
ATLANTA, GEORGIA 30314

SCHOOL OF LIBRARY SERVICE

January 3, 1968

Mr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Mr. Anthony:

Your letter of December 4th reached me yesterday - that daughter who had a wonderful summer at Harvard had a son on November 29. Needless to say "Grandma" Phinazee had to go to her only child to see her first grandchild!

Miss Lillian Miles is now in charge of the Negro Collection. We are on a Christmas schedule until January 3. I will refer the two letters to her and will assist her if she feels that this is necessary.

Sincerely,

Annette L. Phinazee

Annette L. Phinazee

ALP/fcs

UNITED NEGRO COLLEGE FUND

December 30, 1968

Mr. Bruce Rosen
Assistant Professor of Education
School of Education
Atlanta University
Atlanta, Georgia 30314

Dear Bruce:

Thanks for the invitation to participate in the curriculum study. Mrs. Glenda Bartley, Director of Research and a former teacher, will be happy to serve as our representative.

Come see us sometime.

Sincerely,

Paul Anthony
Executive Director

PA/km

ATLANTA UNIVERSITY
ATLANTA, GEORGIA 30314

SCHOOL OF EDUCATION

December 20, 1968

Mr. Paul Anthony
Southern Regional Council
5 Forsyth Place
Atlanta, Georgia

Dear Paul:

Under the aegis of a grant from the Urban Laboratory in Education, Atlanta University will engage in a study to develop a curriculum for training teachers to work in the "inner-city" environment with "disadvantaged" children.

As a first step in the development of this curriculum study, we are organizing a planning committee composed of faculty representatives, agency representatives and interested individuals. This will be a working committee responsible for planning next steps in the study.

This is to invite you to appoint a representative from the Southern Regional Council to serve as a member of this committee. We are scheduling our first meeting for January 7, and if you will let me know the name of your representative, I will contact him directly about the meeting.

Best personal regards.

Sincerely yours,

Bruce

Bruce Rosen
Assistant Professor of Education

BR/ew

MEMBER UNITED NEGRO COLLEGE FUND FOUNDED 1944

February 5, 1969

The Ralph McGill Memorial Fund
Atlanta University Center
Atlanta, Georgia

Gentlemen:

Enclosed is a contribution to the Ralph McGill Memorial Fund in honor of the late Ralph Emerson McGill.

Sincerely,

Paul Anthony
Executive Director

PA/mmj
Enclosure - 1. (Check: $100.00)

Student Body Presidents - Atlanta University Center

Mr. Ben Brown
Clark College

Mr. William Hixon
Morris Brown College

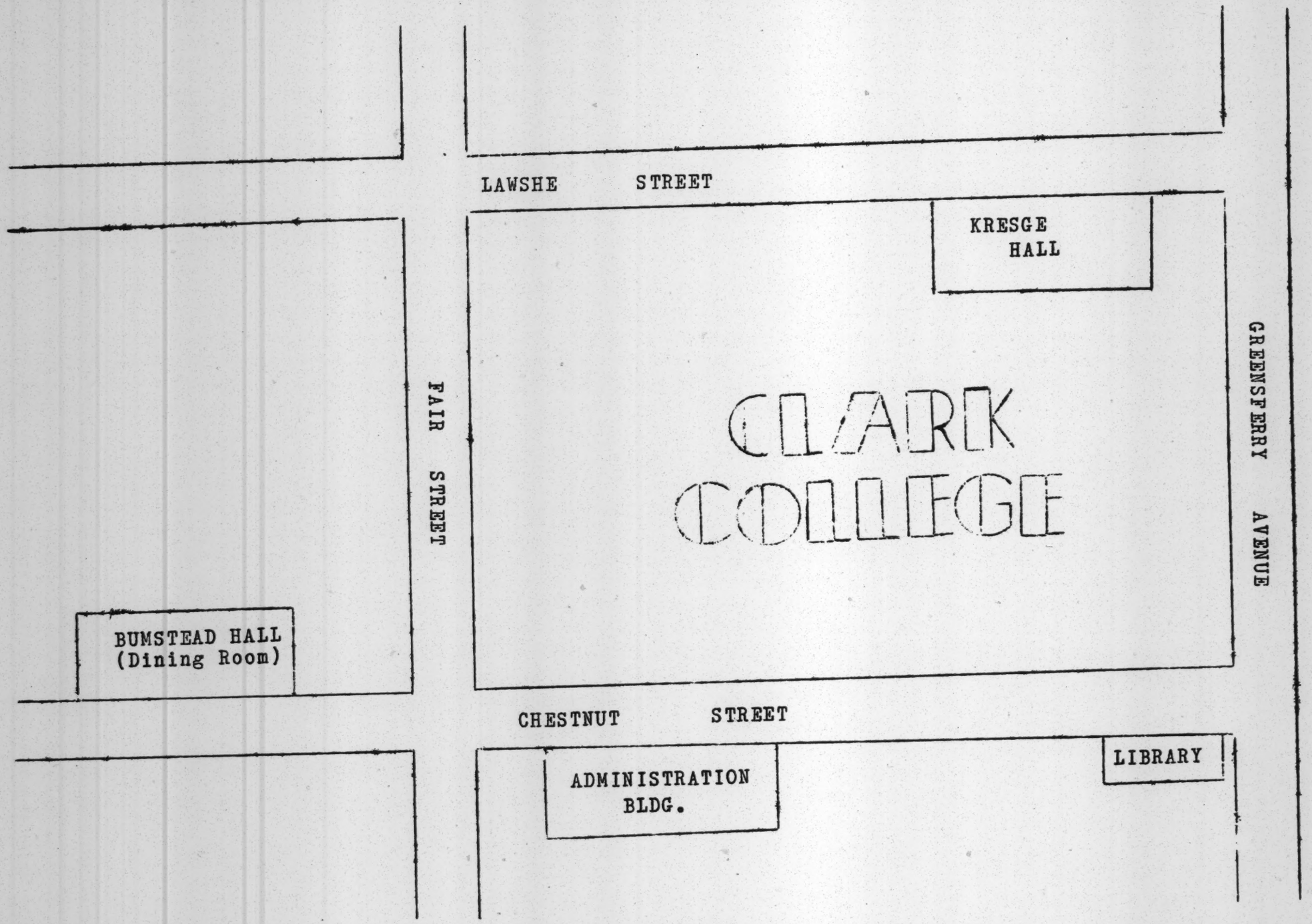
Mr. John Bullock
Morehouse College

Miss Herschell Sullivan
Spelman College

Mr. Ed Harper
Atlanta University

Mr. Melvin Tolbert
Interdenominational Theological Center

I got these from Connie the day we moved - do you want me to just send the list or do you want to write a ltr?


LAWSHE STREET
KRESGE HALL
GREENSFERRY AVENUE
FAIR STREET
CLARK COLLEGE
BUMSTEAD HALL (Dining Room)
CHESTNUT STREET
ADMINISTRATION BLDG.
LIBRARY

# Atlanta University Puts Nine in Top Positions

Edu - Higher - Ga

Journ-Const 9-15-68

Nine persons have been appointed to top positions in an administrative realignment at Atlanta University.

The appointment, effective Sept. 1, were:

Dr. Richard K. Barksdale, former professor of English and acting dean of the School of Arts and Sciences, has been named dean of that school.

Mrs. Genevieve T. Hill, professor of social work, is acting dean of the School of Social Work.

Marie R. Vernon, former director of residences and dean of women, has been named dean of students.

**DR. LINWOOD** D. Graves, progessor of secondary education, is the new director of the summer session.

Dr. Huey E. Charlton, professor of guidance and counseling, will direct the guidance and counseling program.

Malcolm J. Dean, former dean of men, has been appointed to the new position of director of financial aid.

Mrs. Gaynelle W. Barksdale will serve as acting chief librarian of Trevor Arnett Library.

Harold L. Johnson has been named director of food service and Mrs. Julia P. McCrary will manage the University Book Store.

Dr. Jarrett also announced the appointment of 21 new faculty members. They are:

**GRADUATE** School of Arts and Sciences: Dr. Earle D. Clowney, assistant professor of French; Dr. Elizabeth J. Higgins, assistant professor of English; Crawford W. Johnson, instructor of French; Barbara Ann Jones, instructor of economics; Harlon E. Joye, assistant professor of sociology; Richard A. Long, professor of English, Dr. Lawrence E. Noble, associate professor of political science, and Dr. Enola L. Stevenson, assistant professor of biology.

**SCHOOL** of Education: Dr. Robert H. Hatch, professor of education; Vera C. Penn, assistant professor of special education; Dr. Eleanor B. Rowe, professor of educational psychology; Lawrence M. Douglas, instructor of education who has accepted a joint appointment at Atlanta University and Emory University and Dr. Stephen C. Herrmann, professor of administration and supervision.

**SCHOOL** of Social Work: Gayle E. Alexander, field work instructor; Judith F. Arrington, assistant professor of social work; Clara S. Lowe, coordinator of continuing education, and Marymal B. Williams, acting chairman of the community organization sequence.

**SCHOOL** of Business Administration: Dr. Alice E. Kidder and Robert T. Price, both as assistant professors.

**SCHOOL** of Library Service: Casper L. Jordan, assistant professor of library service.

**TREVOR** Arnett Library: Beatrice Sumter, assistant cataloger, and Lucius Fears Jr., acquisitions librarian.

## At AU Center, UNCF Colleges

Ed. Higher 6A

# Chase Manhattan Grant Aides Seminars

9-20-68 ADW

A $35,000 grant from the Chase Manhattan Bank Foundation to the United Negro College Fund will enable five Atlanta University Center institutions and 11 other United Negro College Fund member colleges and universities to strengthen their curricula in Economics during this academic year with seminars conducted by eminent visting professors of Economcs from outstanding universities across the nation.

This is the second year that the Chase Manhattan Bank has sponsored the Economics Seminars Program.

Under the grant seminars at Atlanta University, Clark College, Morehouse College, Morris Brown College, and Spelman College will be conducted during the first semester by Professor Henry C. Wallich, Department of Economics, Yale University; and during second semester by Professor Robert A. Gordon, Department of Economics, University of California, Berkeley.

Last year's program of seminars brought to the Atlanta University Center for one week Prof. Walter W. Heller, chairman, department of economics, University of Minnesota and former chairman, President's Council of Economic Advisers.

Other visiting professors of Economics participating in the Chase Manhattan-UNCF program this year are as follows:

Prof Roy Blough, graduate school of business, Columbia University, will conduct seminars at Fisk University, Nashville, and Talladega College, Ala.; Prof Yale Brozen, graduate school of business, University of Chicago, will tech at Johnson C. Smith University, Charlotte, N. C. and Bishop College, Dallas Texas; Prof Rendigs T. Fels, department of economics and business administration, Vanderbilt University, has been assigned to Dillard and Xavier Universities, New Orleans, and Tuskegee Institute, Tuskegee.

Prof Bertrand Fox, graduate school of business administration, Harvard University, will work at Huston-Tillotson College, Austin, Texas; Prof. Paul W. McCracken, graduate school of business administration, University of Michigan, will conduct seminars at Hampton, Virginia, St. Augustine College and Shaw University, Raleigh, N. C.; and Prof. Raymond J. Saulnier, department of economics, Barnard College, Columbia University will teach at Bishop Collebe, Dillard and Xavier Universities.

During an all-day orientation session at Paschal's, host professors of Economics from UNCF institutions met with the visiting professors and officials from the Chase Manhattan Bank and the United Negro College Fund to work out the specifics of the program.

In commenting on the seminars, Dr. Stephen J. Wright, the Fund's president, said: 'I am convinced that this forward-looking program will contribute to the enrichment of the economics curricula of our colleges and thus help in providing the background many Negro undergraduates need to compete effectively for places in graduate schools, business, industry and finance."

# The Callaway Foundation Gives Big Boost To Education

9-24-W

Ed-Higher-GA

AP-W

The Callaway Foundation, Inc., established by the Fuller E. Callaway Family of LaGrange, Ga., deserves the highest commendaton for its action in providing a $10 million trust fund for senior Georga colleges and universities, including all Negro colleges in the state.

Ths generous gesture will add materially in supplying our institutions of higher education with means of retaining and attracting superior faculty members and students.

All Negro colleges commend their action because they realize superior education is the key to solving most of the problems confronting us in this area.

In addition, the contribution will enable us to retain in this area the services of more of our most able graduates.

Initial plans call for the creation of 40 Fuller E. Callaway Professorial Chairs at 33 senior colleges and universities in Georgia.

Provisions have been made for expansion of the program through the establishment of additional chairs at the 33 schools, or chairs at other schools.

This is the largest private contribution ever given to education in Georgia.

The Callaways are Georgia people; they brought to west Georgia an industry, which not only found competitive bargaining in cotton, but a consumer of vast stretches of labor markets where honest people could make a livlihood. In addition, it afforded educational values where generations are trained in the skills and machinery used in the cotton industry.

All along the Calaway Foundation has been the media of ouportunity. It has invested vast sums in the areas of health, education and public service.

So, Georgia comes into a better day; a more prolific fount from which her educational vitamins flow.

Blessings on the Callaways who have come to shed opportunity and hope upon their native land from which their wealth has come.

May other foundations and invididual sources follow in the train of the Fuller E. Callaways.

Edu-Hegher-Ga



**

# Merger of 6 Negro Colleges Considered

## University Center Will Begin Study Within Next 2 Months

By PAUL RYAN
Constitution Education Editor

The Atlanta University Center Thursday announced plans for a comprehensive internal study that could lead to merger of the center's six Negro institutions.

The study, to be financed by a $189,000 grant awarded last month by the Ford Foundation, will be aimed at developing the center into a "model consortium in American higher education."

The six units are Spelman College, Morehouse College, Atlanta University, Clark College, Morris Brown College and the Interdenominational Theological Center.

Representatives of the Academy for Educational Development, the New York-based organization engaged to conduct the study, stated that the educational consortium ultimately could include predominantly white institutions such as Georgia Tech and Emory University.

**WHAT ARE GOALS?**

The study, expected to begin within the next two months, will seek to formulate "appropriate and reasonable goals" for the center over the next 15 years, according to academy president Dr. Alvin C. Eurich.

Scheduled to be completed by mid-1970, the study is expected to contain recommendations for patterns of growth and development and areas for closer cooperation among the center's six institutions.

Tentative plans for the study call for investigation of ways to achieve "a maximum degree of cooperative, educational and service activities and joint arrangements with other institutions of the area."

**OTHER AREAS**

The scope of the study will include an analysis of the social, political, economic and demographic situation locally, regionally and nationally.

Investigators will consider enrollment projections, fiscal problems, resource requirements and program changes in relation to the six colleges individually and collectively.

The study proposes in-depth investigations of 14 areas of institutional activities, including organizational structure, unique programs, fund raising, faculty resources, community services, coordination of activities and recruitment of students.

**CHANGES NEEDED**

Dr. Eurich, who will direct the study, stated that providing Negroes with quality education will require "revolutionary changes in curriculum, staffing, organization, methods and fiscal priorities."

The academy president said the chief impediments to future growth at center institutions are "a lack of long-range plans and a clear agreement on priority goals and strategies to achieve them."

In recent years the development of the center has proceeded on a "putting-out-fires, emergency basis," Dr. Eurich said.

**MAXIMUM USE—**

"The current approach does not provide maximum land use, maximum potential for cooperative use of facilities, imagination and creatively in architectural patterns, realistic projections for students and programs and other factors which the Atlanta University Center needs for the future," the study director added.

He said the quality and quantity of internal planning and research now done within the center are "insufficient for long-range development."

The academy president stated that the center's location is "unusually favorable for a pioneering development program."

**SIGNIFICANT STEP**

Dr. Albert E. Manley, president of Spelman College and chairman of the center's Council of Presidents, described the proposed study as a "significant step toward the attainment of the future goals and aspirations of the institutions in the Atlanta University Center."

The academy, a non-profit, tax-exempt organization, has already developed long-range plans for 50 per cent of the colleges in Georgia, 40 per cent of the colleges in Ohio, 70 per cent of the colleges in Pennsylvania and 90 per cent of the colleges in Maine.

'TELLING IT LIKE IT IS'

Edu - Negro History

# Atlanta University Boosts Negro Role

By JUNIE BROWN
Atlanta Journal Education Editor

From now on, Atlanta University Center is going to tell it like it is.

Officials vow there will be no more whitewashing of American literature and history, psychology, philosophy and religion, education and the law. The Negro's contribution to all these areas will be included in the new curriculum.

A student-faculty task force spent the past summer drawing up a proposed Afro-American curriculum for the six institutions which make up Atlanta University Center.

**THE RESULT** is an Afro-American orientation to all the traditional courses and a list of entirely new black courses which will be unique to Atlanta University.

Dr. John D. Withers, dean of Clark College and acting director of the project, said the university will have to produce most of the resource materials for teaching the courses.

"There are some textbooks we can use, but most of the courses won't be taught out of standard textbooks because they just don't exist," Dr. Withers said.

Dr. Withers said some professors have written their own course outlines and, in a few instances, University Center people are working on actual textbooks which are firsts in their subject.

"It will be like opening a new department," Dr. Withers said. "We will hire a director of Afro-American studies who will coordinate all Afro-American curriculum for Atlanta University Center."

**EACH OF THE** institutions in the center has set its own rate of speed for introduction of the new courses.

Atlanta University is moving toward a master's degree program in Afro-American studies to begin in 1969. Morehouse College is offering a minor in Afro-American studies at the present time.

In outlining the reasons for making the proposed changes in the curriculum, the report says the American Negro is "undergoing an identity crisis" and the Negro colleges must assume leadership "in helping the Negro discover his role in America."

"In a world in which three-quarters of the population are nonwhite peoples, black students of America must be made aware of their own cultural heritage as well as the heritage of the nonwhite peoples.

"We believe that the Atlanta University Center must depart from its practice of trying to emulate white universities and emphasize its role as a center for black culture," the report says.

**"FOLLOWING** in the American tradition, general education has overlooked the Afro-American," the report continues. "Should the man from Harlem know the background and history of the man from Madison Avenue, and yet not know his own?

"The only attempt of justification for the obvious exclusions has been that might makes right, and white is might. Therefore, white is right. The validity of such logic is not worthy of discussion."

Prentis Cook, a Clark College student who worked on the task force, said the curriculum changes grew out of student protest headed by the Black Peoples Alliance ... World" might well look at Latin American, Caribbean and Brazilian literature from the point of view of Negro contributions.

**THE NEW OUTLINE** for psychology courses emphasizes that blacks are the victims of negative influence and as a race are insecure.

"The danger is that black people in this country have internalized these conceptions of their being black," the report says. "Many have completely disassociated themselves from their race. Others are currently plotting ways to escape their blackness by becoming as white as possible in their varying ways of life."

"Overt and Covert Racism," "The Psychology of Racism," "English as a Racist Language," and "Racism and Revolt: Nonviolence and Black Power," are suggested course offerings for the psychology department.

In the foreign language department, the report recommends a departure from the traditional language offerings of French, Spanish and German to include African dialects and languages in the course offerings. Swahili was introduced into the curriculum at the center this fall.

However, the report also recommended that even in the teaching of the traditional languages, such as French, attention be given to the French-speaking black civilizations of Haiti, Martinique, Senegal, Mali, Niger, and others.

**THE REPORT** also suggests improving library holdings in black book collections, building a black film and audio-visual library and even offering a black film festival.

Also recommended is a university center television station as "a means of overcoming our general isolation from the black Atlanta community."

"If a Negro commits a crime, the papers, television and radio are quick to point out that it was 'a 23-year-old Negro male,'" Dr. Withers said. "If they would complete the image, we could build national pride. If they would say 'Negro Hank Aaron' every time he hits a home run, if they would say 'Negro Leontyne Price,' we could build a reverse image from Step-'n'-Fetch-It.

"What we're really saying is that history ought to be told like it is. It's all part of the new push young people are making toward truth."

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Deegan Balks

# Spelman Suspends Classes On Basis of Unrest Fears

Edu - Higher - Ga Atl Journal

Demonstrations - Ga 11-11-68

By HARMON PERRY

Fears of student unrest apparently prompted Spelman College administrators to suspend classes at the Atlanta Negro college Monday.

Administration officials were unavailable for comment Monday, but The Atlanta Journal learned from reliable sources that classes have, in fact, been suspended.

The Journal also has learned that Spelman students evicted a white speech teacher from her classroom last Wednesday. The students reportedly have since vowed that the teacher will not be allowed to return to the class.

**ON FRIDAY,** students at Spelman and Clark College, both of which are part of the Atlanta University complex, held separate meetings and took it on themselves to abolish certain school rules.

School rules reportedly voted out by the students include compulsory attendance, curfews for women students and restrictions on student attire on campus.

Administrative officials and student representatives were to meet in closed session Monday in an effort to resolve student objections to these administrative policies.

Sources say that the Spelman College student government has been temporarily stripped of its powers by the administration, pending the outcome of the closed-door meeting. It also was learned that the meeting between students and administrators is expected to run through Tuesday.

**HOWEVER,** the administration as yet has taken no disciplinary action against students leading the Spelman protest.

An air of secrecy pervades the unsettled situation at Spelman. Both administrators and student leaders so far have steadfastly refused to communicate with the press. The Monday meeting between student protest leaders and Spelman administrators reportedly was the first such confrontation of the two sides.

Spelman students have maintained that their protest is "a family affair." The tone of their protest, however, clearly is indicative of the "black consciousness" and student independence sweeping the four-college Atlanta University complex.

A similar rebellion against college rules last week at Clark

Turn to Page 6A, Column 5

## SPELMAN

Continued from Page 1A

College did not shut down classes, but apparently did lead to some concessions by administration officials.

**ONE OF THE** students' aims is to pressure the administration to introduce more black-oriented courses in the curriculum.

The exact status of the teacher barred from her classroom by the students is not known. The incident apparently was set off when one of the students refused to obey the teacher and the teacher called him a jackass.

One student release circulated on campus said the incident reflects "the racist and oppressive character of our institutions."

# Student Power: Clark, Spelman

Atl Const 11-12-68 Edu-Higher-Ga

Long-brewing ferment for relaxation of student rules at Clark and Spelman Colleges boiled to the surface last week, leading to sweeping changes at Clark and continuing negotiations at Spelman.

The catalyst in the reaction was student discontent with a teacher's classroom conduct. Students bodily ejected her from the classroom following remarks which students considered abusive.

The students then pressed forward with other long-standing grievances.

At Clark last weekend, a joint faculty-student committee approved three major rules changes sought by students activists: The curfew for women students was dropped. Students were granted unlimited class cuts. And clothing regulations—forbidding women to wear slacks to classes, for instance—were abandoned.

The changes were effected at Clark with relative ease. At Spelman, negotiations are taking longer. Classes were suspended yesterday and apparently will be again today.

We find it healthy that students are actively pushing for modification of archaic rules—rules that long since have been abandoned on other campuses. Increased student participation in such decisions can go a long way toward breaching the walls of alienation so common on today's campuses.

There are limits to which an administration can yield, however. Ejecting unpopular teachers bodily from classrooms obviously is an untenable system. And the physical occupation of buildings and obstructing classes—events which have occurred on other campuses in the past year or two—are unacceptable forms of protest.

Administration of a college ultimately must be done by the administration, and teaching by the faculty. Students cannot expect to usurp these functions.

Yet administration and faculties must be flexible and recognize the major changes that have occurred in American mores. They need students' respect, but they cannot expect it automatically. They must listen to protest, and make accommodations when the protest is valid.

Atl - Hughes - Ga

# Spelman Slates Exams Monday

## Student Group Holds Parley With Officials Over Protest

By HARMON PERRY

Mid-semester exams at Spelman College, which have been postponed because of a student protest, will begin Monday, Dr. Albert A. Manley, president of the college, said Tuesday.

The exams, slated to begin this week, were stymied when students at the all-girl Negro college began protests over school administrative policies governing curfew hours, compulsory class attendance and campus dress.

Representatives of the Spelman College Student Government Association met with Dr. Manley and his administrative staff for the second time Tuesday in an effort to reach some compromise on the dispute.

Dr. Manley indicated the closed-door meetings will continue throughout the week.

"But we do plan to begin our mid-semester exams Monday morning," the college president stated.

**THE PROTESTS** were triggered last week when a white instructor in speech and drama was ejected from her classroom by male students when she reportedly called a coed "a jackass." (Some male students from nearby Morehouse and Clark colleges are allowed to take some courses at Spelman.)

As students began to file into Sisters Chapel Tuesday for the meeting with administration officials, a signed statement from the ousted teacher was passed out to them.

The statement denied what she called several "false and malicious rumors" which have been circulated since the classroom incident.

Her statement said the incident occurred last Wednesday after she called down a male student for not following proper procedure in a speech presentation. When she reprimanded him, a coed interjected a comment. It was at this point that the students claimed the teacher called the coed a jackass.

**IN HER** statement the teacher said, "I don't recall whether I actually called the coed a jackass or her remarks those of a jackass. While the choice of words may have been unfortunate, it had no racial implications or connotation," she said.

"Had a white student supplied the same provocations my response would have been the same," she said.

The classroom incident will be the subject of discussions as the conference between the students and the administration continues, Dr. Manley said.

**MEANWHILE,** on the nearby Morris Brown College campus, student government President Edward Downs was in a morning-long session with President J. A. Middleton in an apparent effort to avoid a similar protest on that campus.

Reports circulated that a planned protest had been postponed until results from the meeting with Dr. Middleton.

Dr. Middleton stated he had "no comment at this time" on the issue.

There were rumors that some Morris Brown coeds had slept in the Student Union building Tuesday night in protest of administration policies.

# Spelman Continues Talks Over Rules

Edu - Higher - Ga

Atl Const 11-12-68

By ALEX COFFIN and PAUL RYAN

Spelman College students, faculty and administration officials will move Tuesday into the second day of what the college president called "a dialogue, not a confrontation situation at present" over rules.

Spelman President Albert E. Manley called off classes Monday and Tuesday to discuss five requests made by the Spelman Student Government Association last Thursday.

"I hope we can reach certain compromises," Manley said, Monday. He said he didn't expect final decisions on all items to be made by the time the sessions with the students end Tuesday.

**REQUESTS MADE**

The students made the following requests in a signed petition to Manley:

1. Representation on all committees which dictate policies affecting students.
2. A curriculum relevant to "black people."
3. Administration - supported activities relevant to students—and an end to waste of money for certain activities.
4. Certain changes in the student exchange program—with the point made that "non-Western and black students" from white colleges would be beneficial at Spelman.
5. An end to compulsive rules—such as restrictions on campus dress, curfews and activities.

Clark College students got similar concessions from their administrators last week.

**TEACHER EVICTED**

Manley denied that the sessions Monday and Tuesday are directly tied to an incident last Wednesday in which persons—Manley says not Spelman students—evicted a white speech teacher from a Spelman class for making abusive comments to the class members.

Manley said he still is investigating the incident, but is sure some of those involved were not from the Spelman campus, perhaps from the Atlanta University Center campus.

According to several Spelman students, the teacher interrupted a young woman who was giving a speech advocating the principles of "Black Power" and told her not to continue.

**STUDENTS OBJECT**

When students objected, the teacher reportedly became abusive with several members of the class.

Manley denied reports that the Spelman College student government has been stripped of its powers by the administration, pending the outcome of negotiations.

He said no disciplinary action was being taken by the administration against students leading the Spelman movement.

The events at Clark and Spelman are seen by observers as the surfacing of a growing "black consciousness" at the six-member Atlanta University complex.

Despite this feeling, Manley promised that Clark would not become "racially restrictive . . . not separatist. . ." He said that the policy of having white faculty members will continue.

A highly reliable source in the university complex said he had talked with about 20 to 25 students over the weekend and all stressed that an important point in the movement is concern over the quality of education that the Spelman students receive.

Out-dated texts and faculty who have not kept up with new developments in their subject area are major factors, the source said.

**NECESSARY CHANGES**

Manley, in a written statement to the students, said, in part:

"I shall do everything in my power to work with our (this word underlined) student government — that is the Spelman student representatives elected by the Spelman students — in order to make necessary changes here at Spelman. However . . . we must provide an atmosphere which is conducive to your highest possible academic achievement.

"This administration supports the desire of students for increased emphasis upon curricula and extra - curricula experiences and courses in Afro-American culture and for greater involvement in community programs," Manley said. He added that he does not endorse a racially-restrictive policy that would exclude teachers or students of other races.

**ANOTHER INCIDENT**

One incident occurred last month when Clark College student government president James Mays called for the dissolution of the complex and the creation of one institution to be called the University of Atlanta.

Mays reasoned that the cause of Negro education locally was being compromised as a result of "needless duplication of services."

Throughout the fall, students from the six colleges have been pushing for the introduction of larger numbers of black-oriented courses into curriculums.

There is some anti-administration, anti - student government sentiment among students which holds that anything not black should be removed from the six campuses.

One student release circulated on the Spelman campus declared that last Wednesday's incident involving the white speech teacher reflects "the racist and oppressive character of our institutions."

## Mental Health Meeting Today

The Metropolitan Atlanta Mental Health Association will hold a public conference Tuesday at the Georgia Mental Health Institute on Briarcliff Road.

The conference, which will begin at 9 a.m. and end at 4 p.m. will discuss and explain the 21 major public mental health services which can be obtained in the greater Atlanta area. Representatives from each agency will attend.

Edu Higher - Ga

# Spelman Talks Resume, Teacher Denies Racism

11-13-68

By PAUL RYAN
Constitution Education Editor

Negotiations between administrators and protesting students at Spelman College were scheduled to resume Wednesday morning amid denials by a white teacher that she triggered the dispute.

Dr. Albert A. Manley, president of the all-girl Negro college, said mid-semester examinations, postponed because of the protest, will begin next Monday.

Classes for the entire week were suspended Monday when students began protesting administrative policies governing curfew hours, compulsory class attendance and campus dress.

Dr. Manley said Tuesday that closed-door meetings between student leaders and members of the college administration may continue through Friday in an attempt to reach a compromise.

Meanwhile, the white public speaking teacher, whose involvement in a classroom incident last week apparently sparked the protest, denied charges of racism.

Saying that a white teacher cannot survive at a black college, the teacher asserted black students "won't take criticism from a white instructor."

Contending that reports of the incident have been "inaccurate and misleading," the teacher, who asked not to be named, said she has not decided whether to return to Spelman.

The college instructor was physically removed from her classroom by a group of male students after she allegedly called a coed a "jackass."

The incident occurred after she had reprimanded a male student (a number of male students from nearby Morehouse College and Clark College take some courses at Spelman) for not delivering an assigned speech properly.

The teacher said Tuesday that the incident may have been contrived by students to bring about a major confrontation with the administration over the presence of white teachers on the campuses of the six Atlanta University Center colleges.

She said that the day after the incident occurred several Atlanta police officers came to her home to question her. Also, a crew of newsmen from a local television station tried to interview her the next day at the college.

"I did not call either the police or the television people," she declared. "I think a number of students tried to publicize the incident."

The instructor commended members of the Spelman administration for their handling of the incident and indicated her gratitude may keep her from returning to the college.

"They have urged me to return," she said. "But there have been threats that if I return the college's Fine Arts Building will be bombed."

The teacher, who is in her third semester at Spelman, said she planned to leave the school at the end of the current academic year because of what she called "increasing antagonism" between black students and white teachers.

She said other white instructors at Spelman have been told that their names are "on a list." The implication is that attempts will be made in the near future to have these teachers removed from the college.

The speech instructor said she thinks the Atlanta University Center colleges will have to be "all black" for at least three years to avoid major disorders.

"After the schools have been all black for a number of years," she stated, "the campus rabble will demand that white teachers and a white curriculum be installed."

Dr. Manley has said that the college "cannot endorse a curriculum which is racially restrictive or a policy which embarrasses or excludes teachers and students of other races on our campus."

# *Students Triumph At Morris Brown*

By AL PERSON

Administrators at Morris Brown College yielded Tuesday to student demands that they drop "unfair social restrictions" after more than 300 students staged an all-night protest demonstration in the campus Student Union building.

College president John Middleton announced that Morris Brown will drop curfew hours for women, eliminate restrictions on campus dress and end compulsory class and chapel attendance.

The shift in the college's policies came shortly after the end of a demonstration in the Student Union building that began at about 9 p.m. Monday when a number of co-eds sat down in the halls on one floor.

They were joined quickly by hundreds of other students, both men and women, in a protest of the college rules. Similar rules have been challenged recently at two other Atlanta University colleges, Spelman and Clark.

Dr. Middleton went to the building at about 10:30 p.m. Monday and questioned the students about their demands. He told the demonstrators that he would consider revision of the rules, but could make no promises until meeting with other officials.

The students, unsatisfied by the president's action, said they would stay in the building until their demands were met.

At about 2:45 a.m. they were awakened by student-government association leaders and ushered into an auditorium in the building where they met with student-body president Edward Downs.

Downs reportedly told a continuation of the protest could result in federal officials cutting off financial aid to students participating.

Despite their threats to remain until the administration yielded to their demands, most of the students left the building after breakfast. Some of the protestors told a reporter they left in response to Down's comments about student aid being cut.

Throughout Tuesday student government leaders met with college officials, and at 7 p.m. Dr. Middleton announced that all the students' proposals had been accepted.

The college president said, however, that even though women's curfew hours will be dropped, the doors to the coed dormitories will be locked at midnight Monday through Thursday and at 2:30 a.m. Friday through Sunday.

Mrs. Leatrice Bell, dean of women, said "All curfews are obolished, but if you want to sleep in the dorm you must return by lock-up time."

(See Black Power file for cartoon 11-14-68

# A Downhill Road

Atlanta - Higher - Ga

Students at three colleges in the Atlanta University system now have won, through peaceful protest, revisions in some antique social rules.

We have been pleased both with the initiative of the students and the reasonableness of the college administrations in this matter.

However, lest our previous remarks be construed as a blanket endorsement of all the demands of all the students, let us clear the air now.

Some of the students—and we have reason to hope they represent a small minority—are seeking changes that are as dangerous as they are unwise.

Some, for instance, are demanding an all-black faculty, all-black cultural events, a black-only rule for exchange students, and removal of all courses from the curriculum that are not black-related.

This newspaper has spent too many years challenging comparable attitudes on the part of whites to make excuses for them when they come from Negroes. The motives may be different, but the attitudes are the same:

They are racist, ignorant and deplorable.

We believe that the history and the culture of black people have too long been submerged and distorted in Western nations. We believe that courses in black history, sociology, art, etc., are long overdue. Largely at the behest of students, such courses are being introduced into the curricula of the AU center colleges—and indeed at schools throughout the country. This is healthy.

Similarly, we believe that "black awareness" can be healthy, for self-respect is an essential quality of a responsible citizen.

But when black curricula and black awareness ignore other cultures, distort history, lead to racial isolation, stir racial animosity, and try to make people forget they are Americans as well as black people, then they have become evil influences.

This counterreaction to white racism is understandable. It would not have occurred if white America had not so pointedly resisted racial progress and barred black America from full participation in our society.

Perhaps we are asking black people, who have been the victims of intolerance, to be stronger and more tolerant than the perpetrators of intolerance. But racism is racism, whoever practices it. It is a downhill road to chaos.

Ed Const 11-14-68

Inside

Edu - Higher - Ga

# Student Power Victories Scored at 3 Colleges Here

Ed Journ 11-14-68

Miniskirted students at three Atlanta colleges now can cut Afro-American courses after staying out late, thanks to a display of student muscle.

The student bodies at Spelman, Clark, and Morris Brown Colleges, three of the five predominantly Negro institutions in the Atlanta University Center, won those rights in recent protests.

Liberalized rules on curfews, student dress and class attendance are in effect at the three schools today.

In addition, Spelman and Morris Brown have agreed to student demands for more Negro-related courses. Morris Brown President John A. Middleton said many such courses already are being offered at his schol.

CLASSES at Spelman resumed Wednesday after a two-day recess for discussions between students and the administration. The administration suspended clases and final exams during the protest, precipitated when a white teacher was ejected from her classroom.

The teacher had irked students for allegedly calling a coed a jackass. The teacher said she has the support of the faculty and administration at the all-girl school, but still has not decided whether she will return.

Students at Morris Brown won swift concessions from the school administration after a band of coeds began a sleep-in in a college building.

James Mays, president of Clark College's student government and head of the Black Students Alliance, said the Spelman teacher's ouster was used to rally students at all three schools to demand more liberalized rules.

# METRO ATLANTA Reporter

Volume 1, Number 4 | Circulation 15,000 | November 18, 1968

UPI Telephoto

*ATLANTA: (1) Veterans who turned out to watch the parade here Monday might have been reminded of the bitter winters of France as a record inch of snow fell on Atlanta.*

# ATLANTA U. PROTEST ENDS

## New Rules For Clark, Morris Brown

Administrators at both Clark College and Morris Brown College in the Atlanta University Complex have yielded to student demands to relax certain social restrictions, including curfew hours and dress restrictions.

Officials at Clark College announced Monday that compulsory curfews and dress regulations had been revoked. The announcement came in the wake of a mass meeting of the Clark Student Body on Friday.

*An Agnes Scott College professor asks for changes in rules there. See page 2 for details.*

At the meeting, James Mays, president of the Student Government Association presented for the approval of the students a letter addressed to the Clark administration. The letter read in part: "For too long it has been the policy of this institution and many others like it all across the nation to completely dominate the lives of its students.

*See 'Rules,' Page 3*

## Classes Resume At Spelman

Classes resumed at Spelman College on Wednesday after having been cancelled for two days during a period of student unrest. Dr. Albert M. Manley, President of the College, said agreement had been reached with student leaders regarding a petition for changes in administration policies. Included in the changes will be the elimination of compulsory class attendance requirements, curfews, and restrictive campus dress requirements. The administration also promised to consider adding more classes on Afro-American subjects to the curriculum. mid-semester examinations, which had been scheduled for this week will begin on Monday.

Dr. Manley also promised an investigation of an incident last week in which a white teacher was physically removed from her classroom by Negro students. The incident took place when the teacher allegedly called a Negro co-ed a 'jackass.' The teacher, who asked not to be identified, admitted using the word, but said she had been provoked by a discourteous and rude co-ed. "While my choice of words may have been unfortunate," she said, "it had no racial implication or connotation."

Dr. Manley attributed the incident to male students from the other colleges in the Atlanta University Complex, and said he doubted Spelman students took part.

The teacher also charged that an atmosphere of racism prevailed on the Atlanta University Center campuses and said that other white teachers had been told their names were 'on a list.' She expressed the belief that the Atlanta University schools would have to be all-black for at least three years to avoid major disorders.

She told newsman she had decided to leave Spelman at the end of this academic yaer even before the incident occurred. She now has not decided whether to finish the year there.

The Atlanta University Complex is made up of six colleges and graduate schools. They are: Spelman College, Clark College, Morris Brown College, Morehouse College, Atlanta University, and the Interdenominational Theological Seminary. Protests occurred at three of the six schools during the last week.

## Oglethorpe Girls Steamed Up

The women residents of Lowry Hall at Oglethorpe College let off some steam this week by reportedly presenting a petition signed by most of the 52 residents of Lowry to the Oglethorpe Administration after they got rather steamed up Sunday night. The incident began after a safety valve on the building's steam heating system blew, causing the 52 girls and their housemother to evacuate the building. After being forced out into Sunday night's unseasonal cold, the girls were sufficiently upset that most of them apparently signed a petition prepared by freshman Mary Boyle suggesting that the girls be moved to a safer location until work is completed on a new women's dormitory now under construction at Oglethorpe. The new building, designed to house 168 girls, will be completed by next Fall Quarter. It will

*See 'Steam,' Page 3*

### Around Campus

*Two State students and their dates getting into spirit of cold weather by candying apples.*

*Emory students sliding down snow-covered hill on plastic trays 'borrowed' from cafeteria.*

*Persons bound for early classes at DeKalb College are greeted each morning by an adopted dog named Rusty/Sam.*

## SDS Occupies Building

Members of the Students for a Democratic Society had a busy time at Emory University last week. Monday they sat in in the corridor of Trimble Hall in front of the University Placement Office to protest the presence on campus of a recruiter from the Dow Chemical Company, and on Tuesday they met on the Emory Quadrangle to protest the election.

The Monday protest began in front of Cox Hall, the Emory cafeteria, with the burning of baby dolls. The SDS'ers then marched to Trimble Hall where Dow's placement interviews were to take place. The Dow representative did talk to the group, but declined to engage in debate with them, referring them instead to the Dow public relations department.

The demonstrators continued to occupy the hall, and were confronted by Dean J.D. Jones, who stated that it would be the policy of the University to continue the interview schedule despite the protest. Dean of Students E. Jerome Zeller was called to the scene. He asked the demonstrators to meet with University Vice - President Orie Meyers. They agreed to a 4:30 meeting in the Student Center, and left the corridor.

At the meeting, members of the SDS group claimed they had left a petition demanding that Dow send a representative qualified to debate them in the office of Placement Director Robert Bowen. Bowen had earlier denied having seen the petition. Meyers told the group that the use of University facilities by Dow did not constitute an endorsement of the company by Emory; the University entertains any reputable company in which an interest is expressed by students.

The SDS leaders then suggested a student referendum to determine whether a majority of students wanted the firm represented in campus interviews. Dean Zeller countered with a suggestion that they organize such a referendum.

Tuesday's protest was a little less colorful, but better attended. Nearly 200 Emoryites met on the Quadrangle on election day to protest the election. Just what the basis of their protest was was never made clear. Luis Melendrez, a representative of

*See 'SDS,' page 3*

Metro Photo by Red Holzclaw

*Nearly 200 students turned out on Emory University's Quadrangle for an SDS rally protesting the Presidential election Tuesday. Monday several SDS'ers had occupied the corridor of Emory's Trimble Hall to object to the presence of a recruiter for the Dow Chemical Company on campus.*

## TA Gets Reprieve, Opens 'Lear'

Theatre Atlanta was granted another 30 day extension on its eviction hearing with theater landlady Mrs. Frania T. Lee. The postponement was granted to enable Theatre lawyers to complete their case in a rent dispute with Mrs. Lee.

The hearing on the legal dispute between the Theatre and Mrs. Lee has now been set for December 9 by Civil Court Judge James E. Webb. Mrs. Lee first attempted to have the Theatre evicted on October 10 for non-payment of back rent. Theatre Atlanta attorney John Golden challenged the constitutionality of the state eviction law and was granted 30 days to prepare his case. The additional 30 dyas was granted last Thursday in a preliminary hearing before Judge Webb.

Theatre Atlanta officials are quick to point out that the Theatre has been paying rent in escrow to the court ever since the dispute began. "The question of whether we owe any rent and whether we have violated our lease will be decided by the courts." said Golden.

Meanwhile, Theatre Atlanta opened a "modernized" version of "King Lear" on Wednesday. The play features unusual sound effects and modern costuming that can only be described as weird. Playing in repertory with "Lear" is "Beyond the Fringe," a riotously funny revue, "Dark of the Moon," a haunting story (no pun intended) of romance and witchcraft in the Smokey Mountains, and of course "Red, White, and Maddox," the Theatre's parody on Georgia Governor Lester Maddox.

## Steam

Continued from page 1

not have steam heat.

Oglethorpe's Dean of Administration, Dr. Garland F. Pinholster, told newsmen that the girls were in no danger, despite the frightening sounds emitted by the boiler as the safety valve blew. He explained that the purpose of the valve was to releive excess pressure and that it blew indicated it was functioning properly. Dr. Pinholster added that heating engineers working for the College as well as those of an outside firm had indicated the system was safe.

It was reported that engineers were to have met with the Lowry girls Monday night to explain the workings of the system, but a resident of the dorm declined to comment on the meeting. Mary Boyle, the author of the petition, was not available for comment.

Lowry Hall was completed in 1926.

# WGKA Owner Threatens Suit

Robert S. Strauss, President of Strauss Broadcasting Company of Dallas has threatened to sue a group of Atlantans calling themselves the Broadcast Good Music! Committee unless they withdraw their threat of an advertising boycott against WGKA Radio, a Strauss station. Strauss sent the committee a letter stating that he will sue the members of the Committee "individually and jointly," unless the threat of the boycott is withdrawn by the end of the week. Straus's letter called the boycott "illegal and un-American."

The members of the Broadcast Good Music ! Committee had sent a letter to each of the advertisers on WGKA informing them that a boycott was being considered and promising to report a final decision sometime before mid-November. The boycott would cover any advertisers who had not joined the Committee's efforts to restore classical music programming to WGKA.

Strauss says he would base his suit on Georgia's secondary boycott law, which makes encouraging others to boycott illegal.

The dispute between Strauss and the Committee arose when Strauss bought WGKA from Glen Karen Associates for $500,000. The format of WGKA-AM was changed to 'middle of the road' music - show tunes and pop orchestral music, when the sale was made. WGKA-FM was switched to a middle of the road format this week for the daytime hours, but continues to program classical music in the evenings.

Strauss charged that WGKA was never able to make money with its classical format, and that surveys indicate the new format shougd be well received in Atlanta.

He also complained that Atlanta's newspapers had given him what he called "a raw deal." "Metro" has editorially endorsed the Committee to Broadcast Good Music!, but has taken no stand on the proposed boycott. Several columnists for the Atlanta "Journal" and "Constitution" have also supported the committee.

The Broadcast Good Music! Committee is now seeking an FCC hearing to revoke the ruling permitting WGKA to broadcast its middle of the road music.

## Rules

Continued from page 1

Because of this and at this time, we, the students of Clark College feel that we must begin to take some action to liberate ourselves from this oppressive and totalitarian type of system."

The letter continued to list specific greivances, including curfew times, compulsory class attendance, and restrictive campus dress regulations.

The measure was brought to a vote of the student body and passed with the understanding that no compromises would be accepted. There was some speculation Friday that the request would not be accepted by the administration. Mays told the students he was prepared to call another meeting if it was not.

Clark College officials were unavailable for comment on the matter, but one student reported that curfew and dress regulations had been rescinded. It is not known whether the compulsory class attendance requirement is still in effect.

The changes at Morris Brown College came about after some 300 students staged an all-night demonstration in the Student Union Building Monday night. Morris Brown President John Middleton talked with the students at about 10:30 PM. He told them he would consider their demands but could make no promises. The students, unsatisfied, remained in the building. Shortly before 3 AM the students were addressed by student body president Edward Downs, who reportedly told them that the continuation of their protest could result in federal funds for the college being cut off. The students left the building about breakfast time.

Dr. Middleton conferred with student leaders for several hours Tuesday, then announced early in the evening that all the student demands had been accepted. Specifically, the college will end curfews for women, drop compulsory class attendance requirements, compulsory chapel, and restrictions on campus dress.

## SDS

Continued from page 1

the United Farm Workers Organizing Committee urged the group to support the boycott on grapes and grape products sponsored by California farm workers.

Once again Dean Zeller appeared to address the group. He urged them to continue with plans to organize a student referendum to determine opinion on the recruiting policies of the University. He added that it would not be necessary to obtain the official support of the Emory administration in order to carry out the project.


At Academy Theatre,
you will find
A Man's a Man,
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There is a Galy Gay, once a gentle man, now a ruthless soldier, and Bloody Five, a sergeant too much swayed by a widow's smiles.
And there are songs. . .
and a castration . . .
and a funeral.
You might not like it, but you won't forget it.

Nov. 14 — Dec. 21.
Reservations: 233-9481

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Univ. of Ga. 984 S. Lumpkin Athens

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We cater to the collegiate appetite.

WE CASH STUDENT CHECKS WITH PROPER I.D.

November 21, 1967

**M E M O R A N D U M**

TO: Mailroom

FROM: Paul Anthony

Please send the last two most recent issues of NEW SOUTH to:

Mr. Gerald Ducharme
52 Buswell Street
Boston, Massachusetts 02115

Label is attached.

PA/km

Enc.

See Boston Chron.

November 21, 1967

Mr. Gerald Ducharme
52 Buswell Street
Boston, Massachusetts 02115

Dear Mr. Ducharme:

Please forgive me this inexcusable delay in responding to your request of October 18. It simply got misplaced in the papers on my desk. I hope these comments reach you in time still to be of some help.

The racial situation in Florida is very much as it is in the rest of the South and the nation compared with 10 years ago. There have been some exciting and dramatic changes. Public accomodations are open. Especially in the middle class segment of the public some progress has been made in job opportunities. And most school districts are making some effort at, at least token, desegregation. A few, such as Dade County, are doing considerably better than that. However, there continues to be a great deal of segregation in the state. The overwhelming majority of Negroes are poor. Unemployment runs high. There is a high degree of poverty, especially among Negroes in the rural areas. And understandably because of these conditions bitterness and disillusionment among Negroes of all economic levels is high and growing.

Publicly funded anti-poverty and welfare programs are generally not adequate and are generally being cut

back. Ghettos in the major cities of Florida are growing and all of the rumblings of ghettos everywhere are in Florida as well.

Under separate cover we are sending you the two most recent issues of our magazine, New South. You may find several things in them of help. Note each issue has a Florida "Round-up" near the end.

Sincerely,

Paul Anthony
Executive Director

PA/km

BOSTON UNIVERSITY

CHARLES RIVER CAMPUS

SCHOOL OF PUBLIC COMMUNICATION

640 Commonwealth Avenue, Boston, Massachusetts 02215

STUDENT GOVERNMENT ASSEMBLY

October 18, 1967

Gerald Ducharme
52 Buswell Street
Boston, Mass. 02115

Mr. Paul Anthony
Executive Director
Southern Regional Council
Atlanta, Georgia

Dear Sir;

I am a student at Boston University's School of Public Communication and am enrolled in a political science course in which I must prepare a report on inter-racial relationships in the State of Florida. Specifically, the subject is: "The Environment For Ibter-racial Relationships in the United States: Background To The Problem and Significant Opinions of Community Leaders."

I know that you are extremely busy, but I hope that you have some time to answer some of the following questions about the State of Florida, and perhaps some information booklets. The questions to be answered are:

1. What is the inter-racial situation as it exists today in Florida?
2. Is progress being made to further the efforts of responsible citizens and elected officials?
3. What major problems seem to be at the center of any inter-racial antagonisms which may exist?
4. What can be done by government to foster inter-racial harmony?
5. What problems are central to the Continuation of disharmony despite present efforts to promote good relations?

Please accept my thanks for considering my request for information. As always seems the case, time is of the essence. I would most appreciate a quick reply. Thank you.

Sincerely,
Gerald Ducharme
Gerald Ducharme

January 7, 1969

Mr. Ed Plowman
School of Theology
Boston University
745 Commonwealth Avenue
Boston, Massachusetts 02215

Dear Mr. Plowman:

At the request of Mr. James M. D bbs we are sending you, under separate cover, several of the Council's publications. Included in the packet will be a slightly outdated Publications List. We would be happy to send you any of the materials listed.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

February 7, 1969

Mr. Joseph F. Meisels
Dean
School of Social Work
Boston University
264 Bay State Road
Boston, Massachusetts 02215

Dear Dean Meisels:

We will be happy to assist you in any way possible, including distributing to appropriate schools and departments the materials you sent.

Enclosed is a brief bibliography of publications relating to the recruitment of Negro students.

Sincerely,

Paul Anthony
Executive Director

PA/mmj
Enclosure - 1.

BOSTON UNIVERSITY

SCHOOL OF SOCIAL WORK
*264 Bay State Road,* BOSTON, MASSACHUSETTS 02215

CHARLES RIVER CAMPUS

January, 1969

Mr. Leslie W. Dunbar, Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia

Dear Mr. Dunbar:

We are writing to enlist your help in the recruitment of black students into the field of social work. Their contribution will be especially meaningful in the coming era in which we foresee social work as a major force for social change. Black social workers can make a significant contribution to society, their own communities and to the field of social work.

Boston University and its Graduate School of Social Work are dedicated to excellence in education, service to students and relevance to the larger community. In the past, some students were reluctant to apply because they did not meet usual requirements to gain entrance to the University due to financial, educational or other factors. Our effort is to also reach these students. There will be some scholarships available for their use consisting of full tuition plus $1,800 a year toward living expenses.

We are sending under separate cover, catalogues and application materials which may be helpful in reaching students. For further information or discussion write or call: Mrs. Zenobia Pendleton, Assistant Director of Admissions, 264 Bay State Road, Boston, Massachusetts 02215; telephone 617-353-3765.

Yours truly,

Joseph F. Meisels
mb

Joseph F. Meisels
Dean

Filed in Research

January 19, 1965

Mailed to Sam Cook 4/6/65

Dr. Harold W. Pfautz
Professor of Sociology
Brown University
Providence, Rhode Island

Dear Doctor Pfautz:

This is a belated acknowledgement of the December 3 letter of Mr. Paul Davis. I have had a chance to read the report of the Working Conference on Post-Baccalaureate Education, and after doing so, I regret all the more that I was not able to accept your invitation to attend the Conference. I note on page 66 of the report that there may be another conference this year in Atlanta and if there is I hope to have the privilege of attending.

It seems to me that the key problem was revealed in the exchange on pages 11 and 12 between President Colston and President Keeney. There is a long run problem, which President Colston well characterized; but President Keeney was correct in saying that things must be done now to correct the "frightful wastage of able people." I suppose that the generalized form of problem is to do things for the short run which do not impede long run solutions. Moreover, unless we take immediate and systematic steps to strengthen the present faculty of Negro colleges, the training of graduate students is itself a long run solution, because we would have to wait for them to return as teachers, and, of course, they may not do so.

I was struck by the variety of proposals for the content of the post-baccalaureate year; there appeared to be no clear consensus. This is, of course, a most important point and more study is indicated and I am sure is being provided.

Thank you again for having the report sent to me. With all good wishes,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:slw

bcc: Benjamin Mays

Rec'd 12/7/64

BROWN UNIVERSITY
*Bicentennial 1764-1964*
PROVIDENCE, RHODE ISLAND 02912

December 3, 1964

Doctor W. Leslie Dunbar
Southern Regional Council
7 Forsythe Street
Atlanta, Georgia

Dear Doctor Dunbar:

At the suggestion of Dr. Harold Pfautz, I am happy to send you the enclosed report of the Working Conference on Post-Baccalaureate Education that was held at Brown University last summer. The report, as you will note, was prepared for the U. S. Office of Education, which joined Brown in sponsoring the Conference.

Although you were unable to attend the Conference, you may find the Report of interest. Dr. Pfautz would very much appreciate any comments or suggestions you may be prompted to make on the subject of the Conference. He is now at Tougaloo College in Mississippi, but any correspondence relating to the Conference can be addressed to him at Brown University.

Sincerely yours,

Paul D Davis

Paul D. Davis
Development Officer

Mailed to Sam Cook 4/6/65

Ms. to be filed in Research

file (Brown University)

via air mail

April 1, 1965

Professor Harold W. Pfautz
Director
Brown-Tougaloo Cooperative Program
Tougaloo College
Tougaloo, Mississippi

Dear Professor Pfautz:

Thank you for your letter of March 18 and sending me a copy of the report on the Brown-Tougaloo Cooperative Program. I am afraid I have only just got to it yesterday, but have read it with great interest and admiration. I was of no help to you with suggestions in advance of your meeting in Washington, but I am interested in the outcome.

I expect to be in Atlanta the whole week of April 12 and look forward to seeing you. On April 14 the Commission on Civil Rights is holding an all-day, public conference here in Atlanta on Title VI of the Civil Rights Act and I shall have to attend some of the sessions and, people may be in and out of this office; perhaps this meeting would interest you. My hope is, however, that you could be here also on April 13 when things should be quieter. Have you yet met John Griffin, the new director of the Southern Education Foundation? I shall see if John

cannot join us while you are here.

All the best.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

Rec'd 3/22/65

# TOUGALOO COLLEGE

TOUGALOO, MISSISSIPPI 39174

March 18, 1965

Dr. Leslie W. Dunbar, Executive Director
Souther Regional Council
5 Forsyth St., N.W.
Atlanta 3, Ga.

Dear Dr. Dunbar:

I certainly appreciated your enclosure of the report on the Summer Student Teacher Program. Indeed, I found it personally therapeutic because it confirmed so many of our experiences at Tougaloo!

I enclose a "revised" statement of the original "Overview" of the Brown-Tougaloo Cooperative Program. I have had no word from Washington concerning a Post-Baccalaureate Conference, but I do have strong feelings concerning a Conference among those who have been involved in so-called "Cooperative Programs." It might be very useful to have a small group of such people get together sometime this summer to share and exchange their experiences - "one year later."

I will be in Washington for a couple of days next week and hope to speak to the people at the Office of Education and to Mrs. Green of the House Committee on Labor and Education concerning possibilities for funding such a conference. I would appreciate your reaction to such a plan. Incidentally, I have my fingers crossed concerning the 1965 Higher Education Bill: Title III, "Grants for Cooperative Programs with Developing Institutions," is "our" bill!

My present plans are to return to Tougaloo around April 13-14th. I will try to stop over in Atlanta if you plan to be in town and the dates are convenient for you, for I would very much like to talk with you. I just returned from Tuskegee where I spent two days as a "visiting scientist" under the auspices of the American Sociological Association. This gave me some needed perspective on the so-called "predominantly Negro college;" I'm still playing it by ear, so-to-speak.

I will be at Brown from the 24th of March through the 9th of April. I would appreciate your letting me know if the April dates are convenient. Thanks again for your continuing interest.

Cordially,

Harold W. Pfautz, Professor of Sociology and Director, Brown-Tougaloo Cooperative Program

HWP/

(Pardon the typing - it's all mine!!)

via air mail

November 18, 1959

Dr. C. C. Furnas
Office of the Chancellor
The University of Buffalo
Buffalo 14, New York

Dear Dr. Furnas:

Your plans for a Seminar on Civil Rights Legislation sound most interesting and I am complimented by your invitation to take part. December 16 is clear on my calendar, and I should be happy to learn more of the arrangements and plans for the conference.

With kindest regards, I am

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

THE UNIVERSITY OF BUFFALO
BUFFALO 14, NEW YORK

OFFICE OF THE CHANCELLOR

November 13, 1959

Mr. Harold C. Fleming, Executive Director
Southern Regional Council
63 Auburn Avenue, N.E.
Atlanta 3, Georgia

Dear Mr. Fleming :

Recently Senator Jacob K. Javits and I discussed the many difficulties which have been encountered in the critical effort to strengthen our national legislation on civil rights. We came to the conclusion that a one-day, high-level conference of key interested and informed legislators and others, at some location away from the political pressures of Washington, would be uniquely useful in bringing into focus the issues and objectives when Congress reconvenes. The upshot was that Senator Javits agreed to serve as Chairman of such a session and the University of Buffalo agreed to act as host for the occasion.

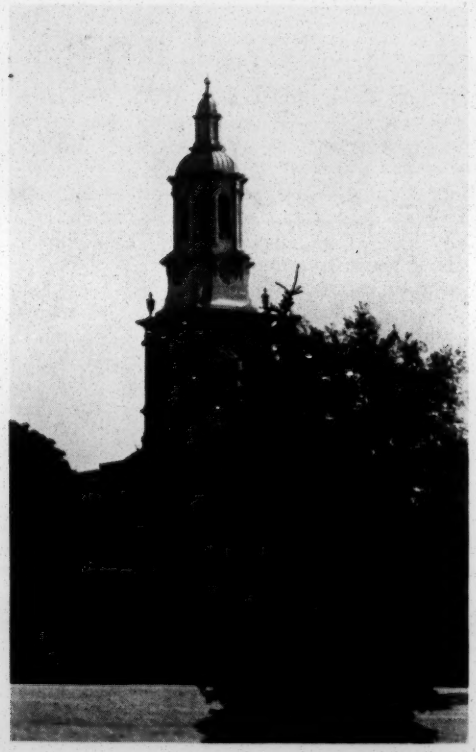
Hence it is my privilege, on behalf of the University of Buffalo, to invite you to attend a Seminar on Civil Rights Legislation at the University on December 16, 1959. Session topics will cover employment, education, housing and voting. Preliminary working papers and background materials will be furnished participants by the University and the University will of course make all necessary arrangements for publication and circulation of any final reports or conclusion which may result from the seminar.

Your participation will contribute greatly to the fruitfulness of the Seminar. I look forward to hearing from you regarding your interest in participating. If your answer is in the affirmative, I shall send you more detailed information.

Cordially yours,

C. C. Furnas

C. C. Furnas
Chancellor



HAYES HALL

# THE UNIVERSITY OF BUFFALO

founded in 1846

The College of Arts and Sciences
The Graduate School of Arts and Sciences
The School of Business Administration
The School of Dentistry
The School of Education
The School of Engineering
The School of Law
The School of Medicine
The School of Nursing
The School of Pharmacy
The School of Social Work
University College
The Millard Fillmore College
The Summer Session

## THE UNIVERSITY OF BUFFALO

The continuing motivation of the University of Buffalo — a comprehensive, independent university with an enrollment of approximately 12,000 students — has been to play its role of leadership in the educational, cultural and industrial growth of the Niagara Frontier and, indeed, the nation.

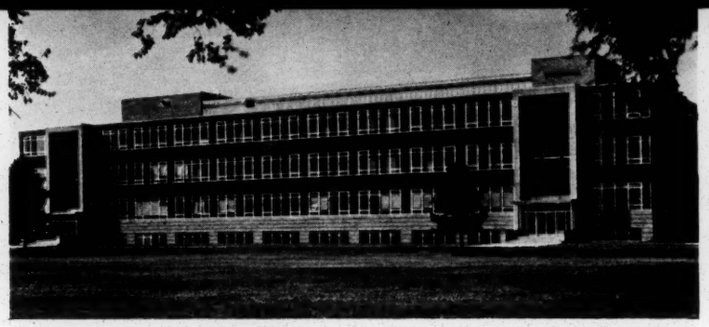
Recognizing that the primary responsibility of higher education is the broadening of the mind and sharpening of the intellect, the College of Arts and Sciences offers a liberal education through a complete range of subjects with excellent teaching.

The progressive development of the School of Medicine since its founding in 1846 is a prime example of the integration of the functions of teaching, research, and community service for the benefit of both young scholars and adult citizens.

In response to urgent educational and social needs, professional schools of Pharmacy, Dentistry, Nursing, and Law have been added. In other fields of Engineering, Business Administration, Education, and Social Work, the University has provided quality teaching and steadily improved facilities, producing leaders for many phases of community life.

Distinctive programs and projects under the direction of the University are carried on by such units as the Western New York School Study Council, the Chronic Disease Research Institute, the Management Training Program, the Carbon Conference, and the Western New York Nuclear Research Center.

The recent national concern over the quality of teaching in public schools, as well as in institutions of higher learning, has highlighted some of the current projects in the School of Education, which has enjoyed rapid increases in enrollments. The School of Education and the Graduate School of Arts and Sciences have achieved prominence for preparation of graduates qualified on the highest level for service with government agencies, industries, educational institutions, and community enterprises.



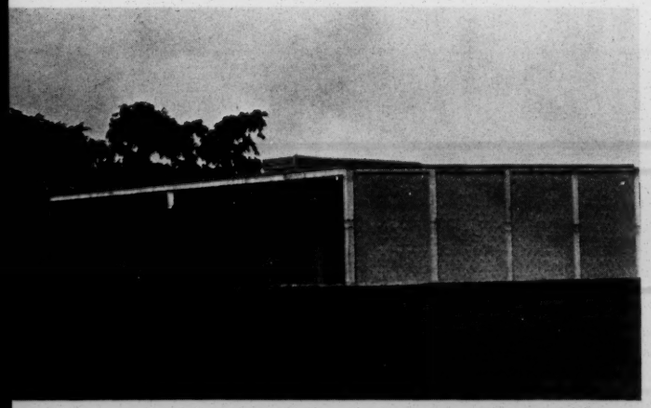
ACHESON HALL OF CHEMISTRY

Graduates of the Chemistry Department, for example, are sought across the nation for their abilities in research and teaching. The recent completion of Acheson Hall of Chemistry, with its extensive laboratories, marked another step forward in the study of chemistry and science at the University. Research facilities at the University have been greatly strengthened through the addition to Hochstetter Hall of Physics and the construction of Sherman Hall for Medical Research in the Capen Hall group. The Health Sciences Building and the Nuclear Research Center will be finished during 1960, furthering the potential of the University's service to the knowledge of the world.

The recently established University College recognizes the distinct objectives of: (1) specific training for primarily vocational interests with a terminal Associate degree after two years of study, and (2) preparation in the freshman and sophomore years for a continuing program in either Arts and Sciences or professional schools. Included in the latter program is "the common curriculum" with its broad educational experience in five areas of liberal arts or sciences.

Undergraduate and mature scholars alike enjoy broad offerings of courses in two summer sessions providing the opportunity for work toward advanced degrees or the acceleration of regular programs of study.

Annually more than five thousand adults broaden their interests and continue their education through the extensive offerings of the Millard Fillmore College (the Evening Division). Perhaps it is typical of the relationship of this University



BAIRD MUSIC BUILDING

SHERMAN HALL (Medical Research); CAPEN HALL (Medical-Dental Building); RESIDENCE CENTER

**UNIVERSITY TOWER (Residence Center)**

to the national community that Millard Fillmore, while functioning as the first Chancellor of the University, served as the thirteenth president of the United States. About a century later, Chancellor Clifford C. Furnas took leave of absence from his academic post to go to the nation's capital to serve as Assistant Secretary of Defense for Research and Development.

Located on a beautiful green campus of 178 acres with thirty-one buildings, the University offers an ideal collegiate setting, surrounded by a great industrial metropolis with a thriving world port. Buffalo has long been known as a cultural center — with its Albright Art Gallery, Historical Society, Museum of Science, and Philharmonic Orchestra.

Cooperating with community interests, the Music and Drama Departments have utilized their talents and facilities, including new Baird Hall, to present a variety of productions in the field of opera, dramatics, and music.

The complexion and mood of the campus have been notably changed in the past decade with the construction of residence halls providing on-campus housing for more than a thousand men and women. Another "tower dormitory" will be built in 1960 — this one for the "co-eds". The expansion of the residence center is in anticipation of the rapid increase in student population which is expected to double the present number by 1975.

It is the constant goal of the Council, the faculty, and the students as well, to provide and use every facility essential to a comprehensive university.

BC to: Marion A. Wright

via air mail

December 9, 1959

Dr. C. C. Furnas
Chancellor
The University of Buffalo
Buffalo 14, New York

Dear Dr. Furnas:

Since I last wrote you, I have learned that an invitation to the December 16 conference also went to Mr. Marion A. Wright, immediate past president and now vice-president of the Southern Regional Council.

This is most welcome news, since Mr. Wright is admirably fitted to contribute to the proposed discussion and would be far and away the best representative this organization could have present.

Unfortunately, it is not practicable for the Southern Regional Council to send more than one person to the conference. Therefore, I trust you will accept my regretful apology for reneging on my earlier acceptance. While I shall be sorry to miss this promising discussion, I am more than compensated by the knowledge that Mr. Wright will be present.

With every good wish to you and Senator Javits for a successful and productive conference, I am

Sincerely yours,

Harold C. Fleming
Executive Director

HCF/mf

THE UNIVERSITY OF BUFFALO
BUFFALO 14, NEW YORK

OFFICE OF THE CHANCELLOR

December 7, 1959

CONFERENCE ON FEDERAL CIVIL RIGHTS LEGISLATION

UNIVERSITY OF BUFFALO - DECEMBER 16, 1959

MEMO TO ALL PARTICIPANTS:

Three items are enclosed:

1) An Agenda for the conference. Senator Javits, who will preside as Chairman, has stated that the conference will start promptly, that the time schedule for discussing the various topics will be rigidly adhered to, and that the conference will close on time.

2) A brief outline of the major issues raised by pending legislative proposals with respect to each of the items on the Agenda.

3) A digest, prepared by Senator Javits' office, of the legislation on civil rights now pending in the 86th Congress.

With this material in hand, it should be possible to concentrate on the principal points of controversy with respect to each item on the Agenda. In connection with all items, three questions will arise:

a. Is it of prime importance to press for action now in this area?

b. How much Federal action is constitutionally possible?

c. How far, within the limit set by (b), should legislation now go?

Cordially yours,

C. C. Furnas

C. C. Furnas
Chancellor

CONFERENCE ON FEDERAL CIVIL RIGHTS LEGISLATION

UNIVERSITY OF BUFFALO
(NORTON UNION-MILLARD FILLMORE LOUNGE)

DECEMBER 16, 1959.

## A G E N D A

9:45 - 10:00 Welcome - Chancellor Clifford C. Furnas

Opening - Senator Jacob K. Javits, Chairman

10:00 - 11:00 (1) General procedural and enforcement changes

- obstructing justice

- private suit and intervention by Attorney General

11:00 - 11:30 (2) Employment-general federal legislation

- statute tightening control on govt. contracts

11:30 - 11:45 Break

11:45 - 12:45 (3) Voting, including poll tax

12:45 - 2:00 Lunch

2:00 - 2:45 (4) Assisting school desegregation

2:45 - 3:45 (5) Federal legislation re bombing and lynching

3:45 - 4:00 Break

4:00 - 4:30 (6) Housing

4:30 - 5:00 Summary and conclusion

CONFERENCE ON FEDERAL CIVIL RIGHTS LEGISLATION

UNIVERSITY OF BUFFALO - DECEMBER 16, 1959

PRELIMINARY MEMORANDUM FOR PARTICIPANTS

In order to help focus discussion, there follows a brief statement, in connection with each item on the proposed Agenda, of the substance of the principal bills pending and the major objections, legal or political, which have been raised. It should be noted at the outset that Southern opposition to all, or substantially all, additional civil rights legislation involves two comprehensive positions: 1) that any additional legislation of this character tends to distort the relationship between state and federal powers in this country; 2) that harmonious race relations, under the influence of which the status of the Negro was being steadily improved in the South, were disrupted by the Brown decision in 1954, and that additional intrusions of Federal power on the scene increase the disruption and diminish the chances for improvement. While there is a widespread conviction among proponents of civil rights legislation that exaggerated weight is being given to the significance of these two propositions, it is suggested that there might be some measure of validity in the first and in the latter part of the second. It therefore, might be desirable in examining each legislative proposal to consider whether any tendency it may have to increase Federal intervention in local affairs, or to intensify the scope of the opposition to any improvement in the present situation, is great enough to outweigh its probable value in correcting existing evils.

Senator Ervin has repeatedly taken the position that many of the several proposals under consideration are "unequal equal protection" civil rights bills, because they are limited to situations involving discrimination on account of "race, color, religion or national origin." However, it is certainly true that unconstitutional state discriminatory action is, with rare exceptions, directed in fact against racial groups. There is not thought to be any constitutional or political doctrine which demands that all possible related problems be dealt with if any governmental action at all is to be taken. This answer to Senator Ervin's position emphasizes that civil rights legislation proposed for enactment during the coming session, and under consideration at this Conference, by no means deals with all important problems of civil rights.

I. General Procedural and Enforcement Provisions.

One of the major points made by those pressing for additional civil rights legislation is that until now the brunt of enlarging equal protection of the law has fallen almost entirely upon the Courts by way of civil proceedings. While the assumption of some responsibility by the executive branches of the federal government is being urgently called for, attention is also being given to weaknesses in the mechanics of civil enforcement litigation which have been disclosed by the experience of the past several years.

Two major proposals of a general character aimed at combating such weaknesses are embodied in pending bills.

A. Obstructing the Execution of Court Orders.

Since 1954 in several communities resistance to court decrees ordering desegregation has been fomented and created by persons not subject to the decree. In the absence of effective local police action, there has been available only the slow and costly device of bringing action against them and, if they repeat their conduct, moving against' them for contempt. If new individuals pick up the disruptive activity each time, this means of preventing it is largely ineffective.

An administrative proposal (S.955) would make it a federal crime willfully by threat or force, or any threatening communication, to interfere with the exercise of rights or the performance of duties under any federal court order. It would supplement 18 USC 1503, similar in character, but interpreted to apply only in relation to federal judicial proceedings prior to judgment. The Attorney General would have the bill so drafted that those persons to whom the court order was addressed, and who would therefore be subject to contempt proceedings, would not be within the reach of the statute.

Objections are that this proposal would interfere with freedom of discussion involving disagreement with the Brown decision; would further project federal power into the proper police power domain of the states; and would permit multiple prosecution (state and federal) for the same act.

B. Civil Suit by the Attorney General

The burden of invoking judicial assistance in eliminating denials of equal protection, especially in regard to school attendance, has fallen wholly upon individual parents, widely assisted by the NAACP. Recent anti-barratry laws make organizational assistance increasingly difficult. And many of those who are denied equal protection lack the financial resources to seek judicial aid, or are exposed, in many situations, to powerful community pressures if they attempt to do so.

Several bills propose a restoration, and expansion, ofwhat had been part III of the Civil Rights Act of 1957, which was eliminated in floor debate. It would authorize the Attorney General to institute civil actions to prevent denial of equal protection of the laws on account of race, etc. As framed in S. 810 this power could be invoked upon written complaint and a finding by the Attorney General that the affected individuals are unable to seek effective legal protection (Sec.601). S.810 also authorizes the Attorney General to seek injunctions against persons hindering officials from according equal protection or hindering the ex ecution of court orders protecting the right to equal protection (Sec.602); to seek injunctions against those who un der color of law deprive any person of rights guaranteed by the Fourteenth Amendment because such person opposes denial of equal protection to others on account of race, etc. (Sec.603); and to intervene in any federal district court suit seeking relief from the deprivation of equal protection because of race etc. (Sec.604).

Secs. 602 and 603 move close to the constitutional limits of federal power in this area. Sec.601 covers the same ground as the discarded Part III of the Act.of 1957. The usual general objections are raised to this further involvement of the federal government in what are felt by some to be matters between the states or localities and the individuals whose rights are allegedly affected. In this instance, however, the Attorney General supports the objection, claiming that the hardening of resistance which would be created by this legislation would outweigh the good it might achieve.

II. Employment

Progress in the elimination of discrimination in employment within the federal service appears to be reasonably satisfactory to most interested groups. The remaining problems iwith respect to employment concern the desirability of enacting federal legislation preventing discrimination in employment within the range of the federal commerce power, and taking measures to strengthen the effectiveness of control over discrimination on the part of contractors and sub-contractors with the

federal government. While there has been steady improvement in job opportunity for minority groups, largely but not entirely under the stimulus of the increasing number of state laws of this character, and while growing industrialization in the South has increased the degree of job opportunity, complete equality is far from having been achieved, in the view of most observers.

A. Statutory Control of Government Contracting.

Suggestions have been made that the present operation under executive order of the anti-discrimination program in connection with employment under government contracts has not been as effective as it should be and that an appropriate step would be the passage of legislation defining the responsibilities for the administration of the program more sharply and requiring more regular reports of the nature of the efforts undertaken and the results obtained. It has been suggested, on the other hand, that the close involvement of Federal government contracting with the needs of national defense requires the maintenance of a high degree of executive discretion in the management of the anti-discrimination program. S.942 would create a statutory commission and require annual reports to Congress.

B. General Federal Legislation.

The power of the federal government to establish non-discrimination requirements for employment in connection with interstate commerce and the production of goods for interstate commerce would seem to be clear. The questions that arise relate chiefly to the method which should be pursued and the wisdom of attempting any control in this field at the present time. With respect to form of control, the National Labor Relations Act type of legislation, embodied in S.2003, Title IV, would provide greater opportunity for the introduction of educational and conciliation activities in connection with the expansion of a legal requirement that employment practices be free of racial and similar discrimination. On the other hand a type of control closer to that of the Fair Labor Standards Act would minimize the amount of federal machinery that would have to be created.

In terms of the wisdom of attempting such a step at this time, it is suggested on the one hand that acceptance of racial equality in employment is easier to achieve than in many other areas, and accordingly a helpful beginning could be made toward the establishment of new social patterns if this type of legislation were put into effect while the long struggle for equality in education and civil rights generally was running its long course. On the other hand, it has been urged that the number of legal difficulties and the amount of litigation that would be engendered by the adoption of general fair employment practices legislation would only further aggravate the existing tensions and delay the achievement of a reasonably satisfactory settlement and rate of progress.

III. Voting, Including Poll Tax.

Many proponents of civil rights legislation are convinced that implementation of the right to vote simply by providing civil and criminal remedies for unconstitutional interferences with the right is not enough. Economic pressure and physical intimidation have prevented the Southern negro from pressing for vindication of his constitutional rights. Effective legal representation is needed most in instances where laws, on their face not discriminatory, are manipulated to deny suffrage on account of race. In such instances difficulty in proving de facto discriminatory practices emphasizes the need for legislation designed to implement the proof of violation of constitutional right.

The Civil Rights Act of 1957 authorized, inter alia, 1) the Civil Rights Commission to investigate allegations that citizens are being deprived of their right to vote by reason of their race, etc., and 2) the Department of Justice to start injunction suits against any individual (acting under color of law or otherwise) interfering with the right to vote in elections of federal officials, or against election officials who discriminate on the basis of race in state and local elections . (Note: The proposed revival of "Part III", authorizing civil suits by the Attorney General would overlap this more narrow provision already available). Experience in the administration of these provisions has focused attention on several enforcement problems. Pending bills would provide more effective enforcement tools.

The Department of Justice has found it extremely difficult to get access to voting and registration records for purposes of proceeding with the above authorized injunction suits, because under the 1957 Act the Department has no power to compel the production of election records during any investigation of complaints. (The Commission has the power to subpena such records, but they may not be used for purposes of the civil suit.) Some state and local authorities have refused to permit such inspection. One state legislature has enacted a provision permiting destruction of election records of unsuccessful applicants. Some registrars have resigned after commencement of suit, raising the question (not yet resolved) whether the suit might continue with the "state" as named defendant.

Both S.957 (Administration) and S.499 contain provisions concerning the Attorney General's power. Title III of S. 499 would permit the Attorney General to subpena records relevant to an investigation of alleged interference with the right to vote. However, if the records were in the possession of state or local officers, the Attorney General would have the power only after a request to the Governor to order the person to surrender the documents and a refusal by the Governor.

The Administration proposal (S.957) does not rely on the subpena power. It would give the Attorney General the right to examine and copy such records and to get the aid of a federal district court if denied access to them. Further, S.957 would require election officials to retain registration and other records for a period of at least three years after any general election in which federal officials are chosen. Failure to retain the records and willful destruction of such records would be federal crimes.

Certain more recent proposals concern the problem of the "non-functioning" registrar. In a number of instances investigations by the Civil Rights Commission have revealed that the right to vote has been effectively denied by failure of registrars to function as required by state law, or by the resignation of registrars and subsequent delay in appointing replacements which prevented any registration at all. One type of proposal would declare illegal and subject to injunction suits pursuant to the 1957 Act any such non-action which interferes with the right to vote in a federal election. A more extreme proposal would provide for the appointment of a temporary "Federal registrar" to serve until local officials are prepared to register voters without discrimination.

Other proposals include an Anti-Poll-Tax Act (Title V, S.2003) and the drastic proposal for reduction of congressional representation of any state denying the right to vote contrary to Section 2 of the 14th Amendment. (S.1084). Even more drastic is the proposal to establish voter qualifications. This proposal would establish the right to vote for every citizen who meets his State's age and residence requirements, and who is not legally confined at the time of registration or election. Obviously, this last proposal goes to the heart of the enforcement problems raised by manipulation of statutory requirements.

Those objecting to any legislation whatsoever on this matter generally urge that voting is purely a state affair, and that there is no such thing as a "federal" election. They also argue that there is "no need" for either the 1957 Act or any new legislation because other existing state and federal laws are adequate. Those objecting generally stress the low number of complaints made to the Commission to date.

## IV. Assisting Desegregation of the Schools.

The slow pace of school desegregation has been frequently noted. Senator Douglas observed in the spring hearings that no start toward desegregation had been made in 2,100 southern school districts with almost ten million school children.

Sponsors of further legislation assert that it is essential for the executive and legislative branches of the government to take some responsibility now for bringing about compliance with the constitutional requirement announced in the Brown case. Two classes of legislative action had been proposed. One would extend the possibilities of judicial action and reinforce the sanctions protecting court decisions. Measures in this class are discussed above under item I.

The other class of measures provides for direct assistance to the states and/or localities in bringing about desegregation. The Administration Bill (S.958) differs from S.810 not only in the amount of aid available and in the less elaborate character of the devices for implementing the assistance, but more importantly in making the aid available to a locality only if the state approves. S.810 would make the aid available despite state opposition, on the premise that federal aid is especially necessary where a locality desires to integrate but encounters state resistance.

This app roach raises the issue of local - state - national relationships in a particularly acute form.

S.810 also provides for judicial implementation, on suit by the Attorney General, of a desegregation plan devised for a community by the Secretary of Health Ediucation and Welfare after the complete failure of independent local efforts to formulate a plan.

This provision has been challenged as an unwise intrusion of the federal government directly into an area which is peculiarly local in character and which is wholly beyond the constitutional reach of the federal government.

Title I of S.499 would establish a federal Community Relations Service to provide conciliation assistance in communities in which peaceful relations were disrupted. This has been criticized as involving congressional acceptance of the proposition that constitutional rights can be compromised.

In connection with these bills, there has been debate about the propriety of their including a statement of congressional acceptance or endorsement of the principle of the Brown case.

## V. Bombing and Lynching.

### A. Bombing

Within the past several years there have been numerous instances of the bombing of schools, places of worship, and homes in connection with community disputes about desegregation of schools and transportation and recreational facilities. No condonation of such conduct has been voiced in any responsible quarter. It is generally agreed, moreover, that local police authorities find it very difficult to deal with this type of offense. The problems of detection and apprehension are unusually difficult because of the nature of the activity. In addition, there are some situations in which community sentiment may not be strongly enough opposed to the particular instance of violence to assure prompt and vigorous investigation. While the technical services of the FBI are available on request by local police officials, under the present state of the law there is no basis for the FBI's entering the investigation on its own initiative.

Two types of laws have been proposed. S.956, the Administration bill, would make it a federal offense to flee across state lines in order to avoid prosecution for the destruction of educational or religious structures, or to avoid testifying in such a proceeding. The jurisdictional basis for this act is the same as that of the Fugitive Felon Act, 18 USC 1073. With this statute enacted, there would be a proper basis for the Federal Bureau of Investigation to intervene on its own when incidents of this type occurred. The pattern of experience under the Fugitive Felon Act is pointed to as showing that this type of statute makes it possible for the FBI to bring about the apprehension of many suspects without there being very many federal prosecutions, the actual prosecution of the offenders being generally conducted by the local authorities. One difference between the administration proposal and the Fugitive Felon Act would be that the latter covers only felonies, whereas the proposed act would cover misdemeanors in this category as well.

The one objection that has been raised is that the proposed legislation is thought to be too comprehensive in its coverage and applicable to any type of willful destruction of property followed by an escape across state lines. On the other hand, there was general agreement that the legislation should cover the proscribed type of destruction of homes as well as of churches and schools.

Several bills (S.73, 188, 499) utilize a somewhat different approach to the problem of providing a basis for the intervention of the federal investigation authorities. This would make it a crime to import explosives or possess them after importation with the intention of using

them for the destruction of, or threats to destroy, any property for the purpose of interfering with its use for any business or civic objective; or intimidating any person pursuing such objectives. The bill would also make punishable the use of the mails or telephone or other instruments of interstate commerce to convey false information about attempted bombings in order to prevent use of property for business or civic objectives or intimidating any person pursuing such objectives.

B. Lynching.

Anti-lynching legislation, in substantially the same forms in which it has been offered many times during the course of the past fifteen years, is again before the Congress. Interest in this type of legislation has recently been revived by a recent shocking episode of failure on the part of a community to afford reasonable protection to a member of a minority group charged with crime or to pursue criminal proceedings after he was lynched despite considerable evidence being made available to local authorities as a result of investigation by the FBI.

Both the constitutional bases for this type of legislation and the wisdom of overriding local law enforcement processes have been frequently debated. To the extent that the pending measures do more than deal with official complicity and inaction, and seek to punish mob activity directly, they raise very difficult constitutional questions. It has been questioned whether it is wise to press for anti-lynching legislation at the present time in view of the numerous other urgent proposals which are pending and the practical and constitutional difficulties inevitably attending the adoption of legislation in this area.

VI. Housing.

The constitutional problems with respect to discrimination in housing are perhaps best understood by distinguishing discrimination in 1) publicly-owned housing, 2) publicly-assisted housing, and 3) private housing.

Publicly-owned housing which excludes occupants solely on the basis of race would seem plainly to violate the constitution. With respect to "segregated" publicly-assisted housing there is a difficult constitutional question of "state action" which remains unsettled. Similarly, the question has recently been raised -- but remains unsettled-- whether private housing being financed or constructed with the assistance of governmental mortgage insurance or loan guaranty programs becomes subject to constitutional limitations directed to "state action." Apart from the impact of financing arrangements involving government, "segregated" private housing seems to raise constitutional problems only in so far as state sanctions are invoked to enforce the private restrictive arrangements.

The means by which legislation or governmental action might be relied upon to eliminate or minimize discrimination in housing falls into two classes. On the one hand, there are the traditional civil and criminal remedies for vindication of the constitutional right. On the other hand, there is the power of the purse which might be used not only to eliminate unconstitutional discrimination but also to encourage the elimination of constitutional discrimination.

The Civil Rights Commission found that a considerable number of Americans in all parts of the country, by reason of their color or race, are being denied equal opportunity in housing. Apart from the affront to human dignity, the consequences for society are high rates of disease, fire, juvenile delinquency, crime and social demoralization among those forced to live in the overcrowded slums or blighted areas. The Commission directs its recommendations to remedial measures involving the power of the purse. The Federal Government now plays a major role in the effort of the nation to meet its housing problems. The Government's participation in slum clearances, urban redevelopment, public housing, and mortgage loan insurance amounts to billions of dollars. The Commission recommends that this participation be directed towards the constitutional objective of equal opportunity. It urges that the President issue an Executive order directing all Federal agencies to make the maximum contribution toward the achievement of the constitutional goal. In the area of public and public-assisted housing the Commission urges that the appropriate agencies encourage the abolition of ghettos, that is, break through the present centers of racial concentration, and see that there is adequate representation by minority groups in the development of urban renewal plans. In the area of private housing, the Commission urges that the FHA and the VA strengthen their present policies of not doing further business with builders who are in violation of a state or city law against discrimination.

SUMMARIES OF PENDING MAJOR CIVIL RIGHTS LEGISLATION

86th Congress, 2nd Session

HOUSE OF REPRESENTATIVES

H.R. 8601 (reported by House Judiciary Committee; pending before House Rules Committee. A petition to bring the bill to the floor of the House has been filed.)

Mr. Celler; August 10, 1959 Penalizes by $1,000 fine and/or 60 days imprisonment the obstruction or attempt to obstruct certain court orders enforcing school integration. Penalizes by a $5,000 fine and/or five years imprisonment the flight to avoid prosecution for damaging or destroying any building or other real or personal property. Requires the preservation of Federal election records for a period of two years from the date of such election under penalty of $1,000 fine and/or one year imprisonment.

Extends the life of the Civil Rights Commission for two years.

Provides for education of children of members of the armed forces where the schools in which such free public education is usually provided for such children is made unavailable to them as a result of official State or local government authority.

SENATE

(NOTE: Major civil rights legislation pending before the Senate consists of both specific bills introduced in the normal course of events and referred to committee, and of amendments proposed either to civil rights bills or to other non-germane legislation pending on the calendar for Senate floor action. In addition, most of the major proposals introduced as bills have also been introduced as amendments to other legislation and as such are not separately summarized below.)

Bills

Constitutional Rights Subcommittee Bill

S. 2391 (reported by Senate Constitutional Rights Subcommittee, pending before Senate Judiciary Committee, the so-called "skeleton" bill to which much of the legislation introduced in the form of amendments has been tied.)

Mr. Hennings; July 15, 1959

Title I. Extends the Civil Rights Commission until January 31, 1961.

Title II. Requires Federal election officers to retain and preserve for a three year period all records, papers, etc., pertaining to any application, registration, payment of poll tax or other act requisite to voting in a Federal election. Sets penalty at a fine of $1,000 and/or imprisonment for not more than 1 year. Further, for willful destruction, etc., of such records sets fine at $5,000 and/or 5 years imprisonment.

Douglas Omnibus Bill

S. 810, Mr. Douglas, Mr. Javits and others; January 29, 1959

Title I. Based on certain specific findings relative to the Civil Rights question, it is declared to be the intention of Congress that the right to the equal protection of the laws guaranteed by the Constitution against deprivation by reason of race, color, religion, or national origin shall be protected by all due and reasonable means and the following provisions are enacted to that end.

Title II. Authorizes the Secretary of Health, Education and Welfare to assist States, municipalities, school districts and other local government units in eliminating denials of constitutional rights in public education by circulating information aimed at obtaining a public understanding of the problem; making surveys whereby segregation shall be eliminated in public schools; meeting and discussing with State and local representatives ways and means of eliminating segregation in public schools; making reports to Congress on the progress being made, etc.

Provides that the Secretary shall maintain specialists to assist in the plans for eliminating segregation in public education. Permits reimbursement to local officials and representatives carrying out authorized functions of the Secretary for travel expenses and subsistence.

Authorizes appropriations for fiscal 1959 beginning July 1st, and for each of the four succeeding fiscal years amounts not to exceed $2,500,000 for carrying out purposes of Title II.

Title III. Authorizes grants to States, municipalities and school districts to assist in meeting the cost of additional educational measures undertaken in an effort to eliminate segregation in public schools.

Title IV. Provides that the Secretary shall prepare tentative plans for the elimination of segregation in public education and forward such plans to the Governor, mayor or other appropriate officials for their concurrence.

Provides that where State and local officials do not agree to the plans submitted to them by the Secretary, hearings are to be held, at the conclusions of which the Secretary shall prepare and issue an approved plan for the elimination of segregation.

Authorizes appropriations for the fiscal year beginning July 1, 1959, and for each of the 4 succeeding fiscal years, such amounts as may be necessary for carrying out the purposes of this title.

Title V. Authorizes the Attorney General to institute for or in the name of the United States a civil action or other proceeding for preventive relief, including an application for an injunction or other order, against State officials to enforce compliance with the approved plans for integration.

Title VI. Authorizes the Attorney General to institute for or in the name of the United States a civil action or other proceeding for relief against any individual who deprives or threatens to deprive a person or group of persons of the right to equal protection of the laws by reason of race, color, religion, or national origin.

Title VII. Provides that the District Courts shall have jurisdiction of proceedings instituted under this Act. Provides that nothing in the Act shall be construed to impair existing legal rights of actions or remedies already available to private individuals or organizations. Makes the provision that if any part of the Act is held invalid, the remainder of the Act shall not be affected by such ruling.

Johnson Omnibus Bill

S. 499, Mr. Johnson (Tex.); January 20, 1959

Title I - Community Relations Service Act - Establishes as an independent agency of the Federal government a Community Relations Service headed by a Director appointed by the President with the advice and consent of the Senate for a term of four years. Provides for five Assistant Directors appointed by the President with the advice and consent of the Senate initially for varying terms than for terms of four years. Permits the appointment of up to 100 assistants. Provides for the principal office of the Service to be in the Washington area. Permits the establishment of up to 5 regional offices.

Sets forth the duty of the Service to provide conciliation assistance in communities where disagreements are threatening to disrupt peaceful relations among citizens. Requires annual reports to the Congress.

Title II - Extends the Civil Rights Commission until January 31, 1961.

Title III - Grants subpena powers to the Department of Justice in conducting investigations involving voting rights cases.

Title IV - Makes it a crime punishable by a fine of $1,000 and/or imprisonment for one year (if death results punishable by death or imprisonment for life) for importing, transporting in commerce, or possessing any explosive knowing or intending that it be used to wrongfully damage or destroy any building or other property or to intimidate any person.

Makes it a crime punishable by a fine of $1,000 and/or imprisonment for one year to convey false information, knowing such information to be false, concerning any attempt, etc., to damage or destroy any building or other property.

Authorizes the Federal Bureau of Investigation to conduct an investigation of any violation of the above provisions whenever any building has been destroyed and there are reasonable grounds to believe there has been a violation of the above provisions. Permits the Bureau to assist the States in the investigation of any incident involving the destruction of a building by explosives.

Specifically provides that the enactment thereof shall not preempt the jurisdiction of a State in this field.

Administration Bills

S. 942, Mr. Goldwater, Mr. Javits, and others; February 5, 1959

Creates a Commission on Equal Job Opportunity Under Government Contracts to consist of fifteen members. Directs the Commission to make investigations, studies, and surveys, and conduct hearings for the elimination of discrimination because of race, creed, or color in the employment of persons in the performance of Government contracts. Requires annual reports for transmission to the Congress.

S. 955, Mr. Dirksen, Mr. Javits, and others; February 5, 1959

Provides that whoever, corruptly, or by threats of force, or by any threatening letter or communication, willfully endeavors to prevent, obstruct, impede, or interfere with the due exercise of rights or the performance of duties under any order, judgment, or decree of a Federal Court which (1) directs the admission of persons to any school; (2) directs that persons shall not be denied admission because of race or color; or (3) approves a plan for admission of persons to a school, shall be fined not more than $10,000 or imprisoned not more than two years, or both.

S. 956, Mr. Dirksen, Mr. Javits, and others; February 5, 1959
Provides for punishment of flight in interstate commerce to avoid persecution for destruction of educational or religious structures. Provides for fine of not more than $5,000 or imprisonment of not more than 5 years, or both for violation of this Act.

S. 957, Mr. Dirksen, Mr. Javits, and others; February 5, 1959
Provides for the retention and preservation of Federal election records and authorizes the Attorney General to compel the production of such records. Provides penalties for violations of this Act.

S. 958, Mr. Dirksen, Mr. Javits, and others; February 5, 1959
Sets up a program of financial and technical aid to State and local agencies to assist them in meeting the costs of special professional services needed in making necessary adjustments required by school desegregation decisions. Such a program would be carried out by the Department of Health, Education and Welfare through grants-in-aid and the furnishing of technical assistance.

S. 959, Mr. Dirksen, Mr. Javits, and others; February 5, 1959
Permits the Commissioner of Education to provide for the education of children of members of the Armed Forces of the United States in communities in which the public schools have been closed as a result of official action by State or local governmental authority.

S. 960, Mr. Dirksen, Mr. Javits and others; February 5, 1959
Extends for an additional two years the time within which the Civil Rights Commission may submit its final report.

Humphrey Omnibus Bill

S. 2003, Mr. Humphrey, Mr. Javits, and others; May 19, 1959
Proposes to secure, protect and strengthen the civil rights accruing to individuals under the Constitution and laws of the United States.
Strengthens the criminal conspiracy statute (18 U.S.C. 24) by extending the protection of the Federal government to any "inhabitant" of the United States (now limited to United States citizens).
Makes a further change in the existing statute by protecting inhabitants not only when their Federal rights are infringed as a result of the conspiracy but also where the infringement is performed by persons acting individually. Strengthens the existing laws insofar as civil remedies to the aggrieved are concerned.
Provides relief against certain forms of discrimination in interstate transportation.
Extends to members of the Armed Forces the same protection against bodily attack as is now granted to personnel of the Coast Guard.
Prohibits discrimination in employment as to race, religion, color, national origin, or ancestry.
Outlaws the poll tax as a condition of voting in any primary or other national election.
Strengthens the criminal laws relating to peonage, slavery and involuntary servitude.

(Each of the provisions of this omnibus bill were also introduced separately in S. 1997 thru S. 2002)

"Part III" - Civil Actions by the Attorney General

S. 456, Mr. Javits and others; January 17, 1959

Authorizes the Attorney General, upon written complaint, to commence civil injunctive proceedings against local officials who deprive, or those conspiring with those officials to deprive, a citizen of his constitutional rights to equal protection of the laws under the 14th amendment where the person about to be deprived is financially unable or cannot effectively bring a Federal civil suit.

Grants specific authority to the Attorney General to commence a civil action at the request of a State or municipality where it is itself seeking to assure to the citizens their right under the 14th amendment but is prevented from doing so because of a conspiracy or threat of violence.

Anti-lynching Legislation

S. 1848, Mr. Hart, Mr. Javits and others; April 30, 1959

The assemblage of two or more persons which shall, without authority (1) commit violence upon the person of any citizen because of his race, creed, color, national origin, ancestry, language or religion, or (2) exercise by physical violence, any power of correction over any person in the custody of a peace officer or suspected of, charged with, or convicted of the commission of any criminal offense, with the purpose of consequence of preventing the apprehension or trial or punishment not authorized by law, shall constitute lynching. Any person who is a member of a lynch mob or who shall instigate, aid, or commit a lynching, shall be subject to $1,000 fine and/or imprisonment for one year. If the lynching results in death or serious physical or mental injury, the maximum penalty shall be $10,000 fine and/or 20 years imprisonment. A State or local officer knowingly or through neglect, etc., failing to prevent a lynching, or to apprehend or prosecute any member of a lynch mob, shall be punished by a $5,000 fine and/or 5 years imprisonment.

Requires the Attorney General to cause an investigation to be made to determine a violation of this Act upon oath that a lynching has occurred and government officers have failed to prevent the lynching; been negligent in custodial duties of the person lynched; or failed to apprehend or prosecute any person who is a member of a lynch mob.

Anti-bombing Legislation

S. 73, Mr. Keating, Mr. Javits and others; January 9, 1959

Penalizes by imprisonment for not more than one year, or a fine of not more than $1,000 or both, whoever imports into the United States or introduces, delivers or receives for introduction, attempts to transport, transports or causes to be transported by financing such transportation in commerce or otherwise, in commerce, any explosive, or possesses the same, with knowedge that it will be used to damage or destroy any building or other real or personal

property for the purpose of interfering with its use for educational, religious, charitable, residential, business, or civic objectives, or of intimidating any person pursuing such objectives. Increases the penalty to 10 years imprisonment if personal injury is the result of such activity or life imprisonment if death results.

Penalizes by a maximum $1,000 fine and/or up to one year's imprisonment the making of threats or the conveyance of false information, knowing the same to be false, concerning an attempt or alleged attempt being made to perform any act therein prohibited.

S. 124, Mr. Javits, and others; January 9, 1959

Makes interstate travel to avoid prosecution for willful destruction or damaging of any building unlawful (amending U.S.C. 18:1073).

S. 188, Mr. Kennedy and others; January 12, 1959

Makes it a crime punishable by a fine of $1,000 and/or imprisonment for one year (death or imprisonment for any term of years or for life if death results) to import, transport, etc. in interstate commerce or to possess any explosive which has been imported or transported in commerce with the knowledge or intent that it will be used to damage or destroy any property for the purpose of interfering with the use of such property.

Creates a rebuttable presumption that the explosive was transported in commerce where the possession of an explosive is in such a manner as to evince an intent to use such explosive to destroy any property for the purpose of interfering with the use of such property.

Makes it a crime punishable by a fine of $1,000 and/or imprisonment for one year to willfully, knowing such information to be false, convey through any instrument of commerce false information concerning any attempt, etc., to damage or destroy any building or other property for the purpose of interfering either its use for business, educational, religious, charitable, or civic objectives.

Specifically states that this Act does not preempt State statutes in this field or deprive any local authority any jurisdiction over any offense over which they would have jurisdiction in absence hereof.

## AMENDMENTS

(Other than re-introduction of above legislation, such as Hennings amendment to S. 2391 incorporating all of S. 810, and Keating amendment to S. 2391 incorporating all of administration proposals.)

Anti-lynching bills:

Javits amendment, 7-17-59-B, to S. 2391

A new approach to Federal jurisdiction over lynching, adding a new section 1509 to the Federal Criminal Code to punish joint action depriving any person of his rights under the Constitution to a fair trial, or interfering with the administration of justice.

It also punishes any Federal, State, or local official who fails to prevent such a deprivation of Constitutional rights or interference with the administration of justice.

Federal Registrars

Javits amendment, 9-12-59-A, to S. 2391

Permits an individual, qualified to vote in a Federal election, claiming denial of his right to vote solely on the basis of race, religion, color, or national origin, to petition the President to appoint a temporary Federal registrar for his registration district. When 9 such petitions have been filed within the same district in 1 year and the Civil Rights Commission has determined the veracity of the allegations, requires the President to appoint the temporary Federal registrar who shall serve until it becomes apparent that the citizens voting rights are no longer being interfered with.

(Also introduced as S.2719 by Senator Morse; a Civil Rights Commission recommendation).

Failures to Act by Local Registrars

Javits amendment, 9-8-59-C, to S. 2391

Amends the Civil Rights Act of 1957 to protect the rights of individuals to register and vote in national elections.

(Also introduced as S. 2721 by Senator Morse; a Civil Rights Commission recommendation).

Intervention by Attorney General

Javits amendment 9-8-59-H to S. 2391

Establishes a new section 2403-A, in the Federal Judicial Code, providing that in any action in which the United States is not a party, where the issue of denial of equal protection of the laws by reason of race, color, religion or national origin is raised, the Court is to certify this fact to the Attorney General, and shall permit the United States at its option to intervene as a party on that issue.

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*Send the following message, subject to the terms on back hereof, which are hereby agreed to*

*To* Mr. Richard P. Longaker — December 3, 1963

*Street and No.* Dept. of Political Science, Univ. of California — file

*Care of or Apt. No.* _____ *Destination* Los Angeles 24, Calif.

WILL BE GLAD TO SEE YOU DECEMBER 13. IF BRANTON IS HERE I AM SURE HE WILL BE ABLE TO SEE YOU TOO.

LWDunbar

cc W. Branton

*Senders's name and address (For reference)*

*Sender's telephone number*

cc: W. Branton

UNIVERSITY OF CALIFORNIA

DEPARTMENT OF POLITICAL SCIENCE
LOS ANGELES 24, CALIFORNIA

December 2, 1963

AIR MAIL SPECIAL DELIVERY

Mr. Leslie Dunbar
Southern Regional Council
Atlanta 6, Georgia

Dear Mr. Dunbar:

I expect to be in Atlanta the thirteenth of December and the morning of the fourteenth and would like very much to spend some time with you discussing the success and failure of the Kennedy administration civil rights operation in the South. I was in the midst of preparing a book on the Kennedy administration and civil rights for summer publication before the President's death. Naturally, I would like now to include information on President Johnson, especially the effectiveness of his Committees operations. Several people have suggested that I see you to discuss these matters. I believe both of us have a common background in that we were students of Robert Cushman at Cornell.

People in Washington have also suggested that I see Wiley Branton; it is my understanding that he is connected with the Southern Regional Council. Perhaps you could put me in touch with him.

Will you reply telegram collect to confirm the appoinment? I hope very much that I'll be able to see you.

Cordially yours,

Dick Longaker

Richard P. Longaker
Chairman

RPL:gf

Materials sent: NS - Jan thru Sept; Direct Action; NS,1944-1964; This I Believe; The Case for Integration; Miss: The Closed Society; The Migrant Farmer; Albany; Token Desegregation and Beyond; The Desegregation of Southern Schools; Changing Patterns in the New South; September 1965: School Desegregation: Old Problems Under a New Law; Southern Justice; Ec. Status of the Negro; The Federal Ex. & CR; Federal Anti-Poverty Programs; The Price We Pay.

File University California

**VIA AIR MAIL**

November 1, 1965

Dr. Marie Fowler
Professor of Elementary Education
University of California
Berkeley, California

Dear Dr. Fowler:

Please forgive me this delay in writing you. It was a real pleasure meeting you, and I hope there will be opportunities for us to work together in the future.

Under separate cover we are sending you a collection of our materials.

Please let us know if we can be of any possible assistance.

With best wishes.

Sincerely,

Paul Anthony
Executive Director

PA:nm

Free Sec. Interoffice Memos 1965

**MEMORANDUM** November 29, 1965

To: JSLartt

From: MMJ

Janet,

I've already asked you to do this, but just for the record, please add Dr. Marie Fielder to our "SPECIAL" mailing list:

Dr. Marie Fielder
Graduate Internship Program
Teacher Education
5613 Tolman Hall
University of California
Berkeley, California

thanx, mmj

See Univ of Cal

February 12, 1968

Mr. Roger W. Heyns
Chancellor
University of California
Berkeley, California 94720

Dear Chancellor Heyns:

Thank you for your thoughtful invitation to take part in the symposium of March 24-26. I deeply regret that other commitments make it impossible for me to attend.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

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OFFICE OF THE CHANCELLOR
BERKELEY, CALIFORNIA 94720

February 2, 1968

Mr. Paul Anthony
Southern Regional Council
5 Forsythe Street, N.W.
Atlanta, Georgia

Dear Mr. Anthony:

It is my pleasure to invite you to come to Berkeley March 24-26, 1968, to take part in a symposium on Patterns of American Prejudice which is one of the observances of the University's Centennial.

A University five-year research program on prejudice, just completed, underscores America's failure to reduce prejudice at the same time that we have tried to eliminate discrimination. As a result, prejudice persists to cripple anti-discrimination laws--which then only aggravate the original prejudice. Unless we break this bitter cycle at its source, prejudice, America faces years of domestic unrest and ill feeling among its people.

Our studies suggest that only the major institutions of our society can mount the massive, coordinated educational effort needed to create more humane patterns of American belief and behavior. These institutions are the churches, schools, mass media, government, business and labor. Our symposium will gather leaders of these institutions from across the country to examine their present efforts and to devise new strategies against prejudice. To inform and stimulate these discussions, a group of eminent social scientists and public leaders will address the symposium.

Surely prejudice will not be defeated by one conference nor by a hundred, but the special promise of this one, we believe, lies in its potential for enlisting the energies of people like yourself who are best able to effect change. Your participation will enhance the possibility of fulfilling that promise. Although we cannot offer stipends for delegates' travel and lodging, all the conference activities will be without charge.

I earnestly hope you will join us in this endeavor. If you will return the enclosed postal card, we will be in touch with you about the final program and arrangements. I am enclosing a preliminary program with this letter.

Sincerely,

Roger W. Heyns

Roger W. Heyns
Chancellor

RWH/se
Enclosure

University of California Centennial Symposium

PATTERNS OF AMERICAN PREJUDICE

March 24-26, 1968; Berkeley, California

SUNDAY, MARCH 24

| | | |
|---|---|---|
| 4:00-6:00 p.m. | Registration and Reception, Hotel Durant | |
| 8:00-9:30 p.m. | *THE CHALLENGE OF AMERICAN PREJUDICE, Pauley Ballroom | |
| | Welcome: | Roger W. Heyns, Chancellor, University of California, Berkeley |
| | Address: | Speaker to be announced |

MONDAY, MARCH 25

| | | |
|---|---|---|
| 9:30 a.m.-12 noon | *THE CHURCHES AND PREJUDICE, Physical Sciences Lecture Hall | |
| | Analysis: | Charles Y. Glock, Chairman, Department of Sociology, University of California, Berkeley |
| | Prescriptions: | Theodore Hesburgh, President, Notre Dame University |
| 12:30-2:00 p.m. | THE HUMANITIES AND PREJUDICE, a luncheon session; Pauley Ballroom | |
| | Speaker: | J. Saunders Redding, Author and Director, National Endowment for the Humanities |
| 2:30-5:30 p.m. | *THE SCHOOLS AND PREJUDICE, Physical Sciences Lecture Hall | |
| | Analysis: | M. Brewster Smith, Director, Institute of Human Development, University of California, Berkeley |
| | Prescriptions: | Charles Silberman, Director, The Carnegie Study for the Education of Educators |
| 8:30-10:30 p.m. | *THE MASS MEDIA AND PREJUDICE, a panel discussion; Physical Sciences Lecture Hall | |
| | Moderator: | Dore Schary, Motion Picture Producer, Director, and Writer; Chairman, Anti-Defamation League of B'nai B'rith |
| | Panel: | James Bassett, director, editorial pages, Los Angeles Times; others to be announced |

TUESDAY, MARCH 26

| | | |
|---|---|---|
| 9:30 a.m.-12 noon | *GOVERNMENT, POLITICS, AND PREJUDICE, Physical Sciences Lecture Hall | |
| | Analysis: | Seymour M. Lipset, Professor, Department of Social Relations, Harvard University |
| | Prescriptions: | Richard Hatcher, Mayor of Gary, Indiana |
| 12:30-2:00 p.m. | AMERICAN BUSINESS AND PREJUDICE, a luncheon session; Pauley Ballroom | |
| | Speaker: | to be announced |
| 2:30-5:00 p.m. | INSTITUTIONAL STRATEGIES AGAINST PREJUDICE, Physical Sciences Lecture Hall | |

This concluding session will be devoted to an open discussion among the conference speakers and invited guests.

*Session open to the public

I plan to attend the "Patterns of American Prejudice" symposium at Berkeley, March 24-26. Please send me the complete program and details.

I will |_| will not |_| need information about hotel accommodations.

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Title _____

Organization _____

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Principals August 1, 1968
Face Undersized — Gen
or U. of Calif

July 8, 1968

Dr. Richard Wasserstrom
Professor of Law and Professor
of Philosophy
School of Law
University of California at
Los Angeles
Los Angeles, California 90024

Dear Dr. Wasserstrom:

We shall be happy to make available such information as we have about Dallas County. Mrs. Glenda Bartley, of our Research Department, and Mr. Marvin Wall, of our Voter Education Project, will both be here around August 1st and will be pleased to assist you in any way possible.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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SCHOOL OF LAW
LOS ANGELES, CALIFORNIA 90024

3 July 1968

Mr. Paul Anthony, Director
Southern Regional Council
5 Forsyth Street
Atlanta, Georgia 30303

Dear Mr. Anthony:

Professor Lawrence Sager and I are engaged in a study of Dallas County, Alabama, during the years 1957-67, with particular attention devoted to the roles played by the federal government and civil rights agencies in Dallas County during this period. Our study is supported by a small grant from the UCLA Research Committee and by an appreciably larger grant from the Field Foundation. I have enclosed a brief description of our project that we drew up several months ago in connection with our request for funds.

Although I have not yet finished reading it, I have read enough of Climbing Jacob's Ladder to realize that the files of the Southern Regional Council and the Voter Education Project contain appreciable information that would be of great value to us in our study. The reason for this letter, is, therefore, to inquire whether Professor Sager and I can secure access to the relevant files.

I plan to be in Atlanta on or about August 1, and would like to at least make a start on the materials in the files on Selma -- if, of course, we can have access to them. Please let me know whether this will be possible and whether this date would be convenient.

Yours very truly,

Richard Wasserstrom

Richard Wasserstrom
Professor of Law and Professor of Philosophy

RS:sa
cc: Mr. Sager

We propose to begin a detailed and quite comprehensive study of the struggle for civil rights in Dallas County, Alabama during the years 1957-68. We propose to organize this study around an examination of the role played by the Government of the United States in Dallas County during this period. More specifically, still, we propose at the outset to focus upon the exercise of the franchise in Dallas County and the activities of the Government in respect to the protection and enforcement of the right to vote.

We believe that such a study of Dallas County during this period can be of genuine importance for a variety of reasons. To begin with, Dallas County is a typical Black Belt county: it is approximately 55% Negro and 45% Caucasian, it has one city of moderate size, Selma, and a largely agricultural economy. In addition, quite early in the civil rights movement Dallas County generally and Selma in particular became symbols for the struggle as a whole.

Most significantly for our purposes, because Dallas County became a civil rights "battleground," the United States was formally drawn into the conflict early and continued to be a substantial factor throughout the period. The United States, through the Department of Justice in particular, was more heavily involved in litigation and related activities in respect to the franchise in Dallas County then in any other county in the South during this period. And, as a result of the intensity of the conflicts that developed, e.g. the events leading up to and surrounding the Selma to Montgomery march, the Federal Government as a whole became quite thoroughly involved in the course of events in Dallas County.

To study Dallas County during this period is to engage in a microcosmic examination of virtually every aspect of the civil rights struggle in the South. To focus upon the role of the Federal Government in Dallas County is to study virtually every kind of situation that the Government confronted in respect to civil rights during this period. And, to examine the effectiveness of the Government's attempts to secure the franchise is to consider that area in which, for a variety of reasons, legal enforcement should have been easiest.

We propose to conduct a variety of related inquiries. First, we want simply to develop a careful historical study of the civil rights movement in Dallas County, with, as we have indicated, particular attention devoted to the legal history of the period. Second, we intend a comprehensive analysis of the judicial decisions that came out of the litigation in Dallas County and of the legal issues that were involved in these cases, most of which related to the protection of the franchise. However, since much of the interesting litigation was conducted at a low judicial level, i.e. little of it was appealed either in the Federal or the State Court systems, a substantial number of documents are unavailable except at the Courthouses in Selma and Mobile, and in the files of the Department of Justice. In addition to the more formal doctrinal studies, we want to examine in appreciable detail the operation of the Federal District Court for the Southern District of Alabama (the court that had original jurisdiction over the Dallas County litigation). The Federal judge, Judge Daniel Thomas, was anything but sympathetic with the cases brought by the United States, and we

want, therefore, to explore the consequences of this lack of sympathy upon the attempts by the United States and civil rights organizations to get Negroes registered to vote. Third, we intend to elucidate and evaluate the policies pursued by the United States generally and the Department of Justice in particular. We want as well to consider policies that were not, but that might have been, adopted, and the reasons that led to their rejection. Finally, although this will definitely be a portion of the study that we will defer, we want to try to assess both informally and formally the effect of the activities of the Government, the Federal laws that were enacted during this period, and indeed the entire civil rights movement upon the lives of the Negro citizens of Dallas County.

These are obviously large questions, and we do not anticipate completing the study next year, or even in the next several years. Rather, we would like to use next year to find out in detail what documents are available, where they are located, and how we can best make use of them. It is clear that much of the basic material is located in Washington, D. C., in Selma, and in the records of the Federal District Court for the Southern District of Alabama in Mobile.

January 11, 1956

The University of Chicago Press
5750 Ellis Avenue
Chicago 37, Illinois

Gentlemen:

Please send, and bill the Southern Regional Council for, two copies of:

Rosen, Abbott and John Dean. Manual of Intergroup Relations. Univ. of Chicago Press.

Sincerely,

George S. Mitchell
Executive Director

GSM:mef

June 30, 1958

Miss Nancy Upp
Assistant Dean of Students
The University of Chicago
School of Social Service Admn.
Chicago 37, Illinois

Dear Miss Upp:

We have your letter dated June 27th to Mr. Routh who is presently out of the city. We expect him to return to the office on July 14th, at which time your letter will be brought to his attention. I am sure you will hear from Mr. Routh shortly after the 14th.

Sincerely,

Mrs. Mildred Flowers
Secretary

MF

THE UNIVERSITY OF CHICAGO
CHICAGO 37 • ILLINOIS

THE SCHOOL OF SOCIAL SERVICE ADMINISTRATION

*Office of the Dean*

June 27, 1958

Dr. Frederick Routh
Southern Regional Council
63 Auburn Avenue, N.E.
Atlanta, Georgia

Dear Dr. Routh:

We have received an application for admission to the Post-Master's program from Mr. Howard D. Roberts.

Before we encourage a student to take advanced work, we like to be sure that he not only has superior intellectual qualities and ability to do independent work, but also that he shows potentialities for making more than an average contribution to the field.

We will appreciate having your evaluation of Mr. Roberts' work and your recommendation regarding his admission for advanced study.

Very sincerely yours,

Nancy Upp

Nancy Upp
Assistant Dean of Students

NU:hd

July 16, 1958

Miss Nancy Upp
Assistant Dean of Students
The University of Chicago
School of Social Service Admn.
Chicago 37, Illinois

Dear Dean Upp:

I have just returned to the office after a vacation and several extended field trips and found your letter awaiting me.

I believe that Mr. Howard D. Roberts will be an unusually able doctoral candidate. He certainly has superior intellectual qualities, ability to do independent research, and has a background of experience which would prepare him for making considerable contributions in the field of human relations.

Mr. Roberts was Assistant Director of the Florida Council on Human Relations for more than a year. During that period of time he demonstrated his keen intellect, his deep dedication to democratic principles, and an ability to understand the complexities of the situation.

I, therefore, recommend him for admission to the Post-Masters Program at the University of Chicago.

Sincerely yours,

Frederick B. Routh
Assistant Director

FBR:ls

December 7, 1960

Mr. Walter Johnson
Chairman
Department of History
University of Chicago
Chicago 37, Illinois

Dear Walter:

I am more than happy to give you our approval to reprint Frank Graham's speech as it appeared in the New South for July-August 1960. I have no doubt that Dr. Graham will also signify his approval, if he hasn't done so already.

Cordially,

Harold C. Fleming
Executive Director

HCF/mf

THE UNIVERSITY OF CHICAGO
CHICAGO 37 • ILLINOIS
DEPARTMENT OF HISTORY
1126 EAST 59TH STREET

December 2, 1960

Harold Fleming
Southern Regional Council
Room 432
63 Auburn Avenue, NE
Atlanta 3, Georgia

Dear Harold:

Ten years ago two colleagues and I prepared A Documentary History of the American People, a book used as supplementary reading in some American history courses. We are now in the process of up-dating the book.

I would very much like to reprint Frank Graham's speech as it appeared in The New South, July-August, 1960. I of course have written to Mr. Graham to get his okay as well.

Sincerely,

Walter

Walter Johnson
Chairman

WJ:mln

March 15, 1957

Dear Miss Isgrig:

Your letter of February 27, addressed to me at the Southern Regional Council was forwarded to the Atlanta Urban League where I have returned after one year's staff assignment to the Council while on leave.

We do not have any publications which would answer specific questions raised in your letter about young adult participation in community life. You will perhaps be interested in an article which appeared in PHYLON the fourth quarter of 1955 entitled "The Negro in Atlanta Politics." It tells about a major effort in Atlanta which involved young adults in a community-wide effort to increase registration. A copy of PHYLON may be secured from Atlanta University for one dollar.

May I also suggest that you write to Miss Hannah Adams at the National Board of the YWCA, 600 Lexington Avenue, New York, New York, who may be able to give you information about communities in which there is YWCA recorded experiences about your area of interest. It is my impression that the YWCA had done a great deal of work on this and will have information which may be of help to you.

I am also sending copy of your letter to Mr. Harold Fleming, Director of the Southern Regional Council. We will be grateful for a copy of your study when it is available.

Yours sincerely,

(Mrs.) G. T. Hamilton
Executive Director

Miss Aimee M. Isgrig
Assistant Director
University of Chicago
University College - Downtown Center
19 LaSalle Street
Chicago 3, Illinois

GTH:mm

To - Donald Fleming
To - G. T. H. -
For your info.
File

The University of Chicago
University College - Downtown Center
19 South LaSalle Street
Chicago 3, Illinois

February 27, 1957

Dear Mrs. Hamilton:

Our Human Relations Center is planning a research project in the area of young adult participation in community affairs. Because of your special knowledge and experience, we are seeking some suggestions from you regarding it. The study will focus on out-of-school young adults, ages 18 to 25.

As we have worked with a number of community groups in the Chicago area - block groups, churches and synagogues, community councils, inter-group relations organizations - we have observed again and again that youth and young adults tend not to participate in these organizations. When they do, their participation tends to be separate or apart, limited to helping with specific tasks or serving in an advisory capacity.

In developing these projects, we would appreciate receiving references and articles from you regarding:

1. Research on young adult participation in the community
2. More general research on young adults - their needs, interests, problems and developmental tasks
3. Research on the organization of the urban community as it encourages or discourages participation in community life
4. Examples of past or present young adult participation in community organizations and programs with other members of the community

It is contemplated, in pursuing this research, that a group of young adults will be interviewed to obtain: a) their perceptions of themselves, b) their perceptions of the local community, c) their perceptions of their roles in community affairs. Concomitantly, a group of agency persons and other active community leaders will be interviewed to obtain their perceptions of the roles of young adults in community affairs. We will welcome your thoughts regarding this approach.

May we also have a general list of your community organization and other materials which we understand are excellent. We would appreciate suggestions of other persons, agencies and organizations whom we might consult. We will be happy to share with you the results of this study.

Cordially yours,

Aimee M. Isgrig
Assistant Director

Mrs. Grace Towns Hamilton
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

COPY

June 26, 1956

M E M O R A N D U M

To: GSM

From: HCF HCF

I have discussed this with Mrs. Tilly, who says that the current effort of the Atlanta Council of Church Women is aimed at securing more adequate juvenile court facilities. We know from past experience that the group has been one of the most forthright in protesting racial injustices. It has included Negro church women in its activities, and it has cooperated in the program of the Fellowship of the Concerned. In trying to recall its specific actions with respect to race relations, I have trouble distinguishing the Atlanta Council from the United Church Women of Georgia. There has been considerable overlapping of leadership and activity, at least in the field of race relations. I should add that Mrs. Tilly says that the Atlanta Council for the time being is not emphasizing racial matters in its program; this has to do with the vulnerability of its current president.

On the whole, I would say that the Atlanta Council of Church Women has been one of the strongest and most consistent groups committed to fairness and decency in the local Atlanta area. It is local, however. Statewide the United Church Women of Georgia would seem to me to be the logical group to receive recognition.

HCF:mbo
Ltr attached from Bureau of
Applied Social Research - 6/21/56

Testified before Ga. Educ. Commission
Prison work w/ women inmates
Bible school for children in Fulton Cty area
Juvenile detention home + bond issue for juvenile court
Bi-racial discussion groups

June 29, 1956

Mr. Robert K. Merton
Associate Director
Bureau of Applied Social Research
Columbia University
427 West 117th Street
New York, New York

Dear Mr. Merton:

We have put out various feelers for information which will give us enough to make a proper answer to your letter of June 21st.

The Atlanta Council of Church Women deserves high commendation. We run into some sensitivity on the point that it's work has been intertwined with the work of the Georgia Council of Church Women. Indeed it would be proper to say that no small part of the leadership of the Georgia Council of Church Women has come out of the Atlanta Council of Church Women. And quite often the two bodies have acted simultaneously and in a similar sense.

Second point: For the last year or so, the Atlanta Council has slackened its public advocacy in the field of race relations. For your private information this is because one of the prominent officers of it has a family connection with services to the state. But the situation is understood, and interest and a good deal of activity manifested in various ways continues in the field of race relations within the Atlanta Council of Church Women. But it is proper to say that their notably praiseworthy activities were a year or two ago. Chief of these was the action, a couple of years ago, of the Atlanta Council of Church Women in appearing -- along with a few other groups -- before the Georgia Education Commission and publicly recommending retention of the public schools, which was tantamount to the recommendation that the Supreme Court's decision on desegregation of the public schools be complied with. The Georgia Education Commission was a body of stout pro-segregationists, chosen to find a way to circumvent the Court's decision.

The Atlanta Council of Church Women has for a good many years met bi-racially as a matter of precedent and unquestioned habit. And its custom of proceeding as a union of the minds of white and Negro Church Women is deeper than mere interracial meeting would imply.

In current months their program is concerned with aid to the juvenile court system; help to girl detainees within the juvenile delinquency system; help to women presently in the Georgia prisons in the state and in the city; a minor form of settlement activity in a particularly impoverished white area; and it continues to hold bi-racial discussion meetings.

Thus the picture is somewhat mixed. But it would be our view that the Atlanta Council of Church Women has been somewhat braver and more outspoken than similar councils of church women in other Southern cities.

Sincerely,

George S. Mitchell
Executive Director

GSM/eab

Dictated by Mr. Mitchell/signed in his absence.

Columbia University
in the City of New York
NEW YORK 27, N. Y.
BUREAU OF APPLIED SOCIAL RESEARCH
427 WEST 117TH STREET

June 21, 1956

Mr. George Mitchell, Executive Director
Southern Regional Council
Room 432
63 Auburn Avenue, NE
Atlanta 3, Georgia

Dear Mr. Mitchell:

The Bureau of Applied Social Research is currently engaged in screening candidates for the Lane Bryant Annual Awards for outstanding community service, before these come to the attention of the panel of judges comprised by such distinguished citizens as Governor Robert B. Meyner and Mr. Bennett Cerf. One Award is given to the individual, and another, to the organization, judged to have made the most substantial contributions to community living through voluntary and unremunerated activity.

Candidates for the two Awards have been nominated by members of their community who know of their work. It is to be expected, of course, that those who nominate will be strongly disposed in favor of their candidate. In order to supplement, and to check, this possibly partial testimony, therefore, the Bureau is seeking additional and objective information about nominees from those who, like yourself, are likely to have authoritative and impartial knowledge of the nominee.

In this connection, we should greatly appreciate your giving us whatever information you can about the following candidate for the Award, together with your frank judgment of the worth of his (her or their) contributions to community life.

The Atlanta, Georgia Council of Church Women
Atlanta, Georgia

Since our deadline is fast approaching, we should appreciate this information as soon as possible. The information and judgment you provide will help greatly in furnishing a sound basis for decision by the panel of judges, and will of course be considered as wholly confidential.

Sincerely yours,

Robert K. Merton

Robert K. Merton
Associate Director

RKM/erd

FOR RELEASE: AM Newspapers
Tuesday, October 16, 1956

For information call -
Dr. Otto Klineberg
Dept. of Psychology
Columbia University
University 5-4000

New York -- Eighteen prominent social scientists from the staffs of universities and research institutions throughout the nation today issued a joint statement attacking as "scientifically unjustified" theories that the intellectual potential of Negroes is inferior to that of Whites.

The signers, most of them members of the American Psychological Association, include: Prof. Otto Klineberg, Columbia University; Prof. Theodore Newcomb, University of Michigan; Dr. Gardner Murphy, Menninger Foundation; Prof. Nevitt Sanford, Vassar College; Prof. Robin Williams, Jr., Cornell University; Prof. David Krech, University of California; Prof. Jerome Bruner, Harvard University; Prof. Allison Davis, University of Chicago; Prof. Daniel Katz, University of Michigan; Prof. Anne Anastasi, Fordham University; Prof. Stuart Cook, New York University; Prof. Isidor Chein, New York University; Prof. Marie Jahoda,

(MORE)

New York University; Prof. Kenneth Clark, College of the City of New York; Prof. Bingham Dai, Duke University School of Medicine; Prof. Irving Lorge, Teacher's College, Columbia University; Prof. Solomon Asch, Swarthmore College; and Dr. David Rapaport, Austen Riggs Foundation.

The joint statement supported its argument by citing positions taken in the past by leading scientific organizations which have "opposed the conclusion that race was a determiner of innate psychological characteristics."

After quoting excerpts from findings of these groups, the statement declared that "we know of no new research which would reverse these conclusions."

The statement criticized the position of "a few specialists" that Negro-White differences in intelligence test scores persist even when the two groups are "equated" for social and educational opportunities.

"To this we would point out that such 'equation' is exceedingly difficult to achieve, since the opportunities related to test performance are by no means easy to assess in quantitative terms."

The statement said that intelligence quotients of Southern Negro children improve markedly after a period of years in unsegregated schools available to them in New York or Philadelphia.

(MORE)

The joint statement also attacked the theory that differences in the intelligence quotients persists even when "noncultural" questions are used.

"We would deny the possibility of devising a 'noncultural' test in the light of our present understanding of the problem."

"No one can deny that at the present time the intellectual achievement of American Negro children, particularly those who are from segregated schools, is lower on the average than that of White children," the statement said, but it ascribed these differences in achievement to inferior educational opportunities "which may affect both the physical and mental development of the child."

Despite educational and environmental differences, the statement declared, there is "overlapping" between the two racial groups, which means that many Negro children do better than the average White child "in spite of all of the handicaps to which the former have in the past been subjected."

"The conclusion is inescapable that any decision to use differences in the average achievement of the two racial groups as a basis for classifying in advance any individual child, Negro or White, is scientifically unjustified."

The full text of the joint statement is attached.

In connection with the process of school desegregation and the difficulties with which it has been accompanied in certain areas, the question has again arisen as to the existence of innate differences in intelligence between Negroes and Whites. The present statement is directed to that question. Those who have signed it are not on this occasion taking sides with regard to the problem of desegregation as a whole, nor with the manner or the rapidity with which it should be accomplished. They are for the moment concerned only with the facts and conclusions accepted by scientists with regard to racial comparisons in inborn intellectual capacity.

(MORE)

A number of years ago, at a time when Nazi race theories were receiving much publicity, several scientific organizations placed themselves on record as opposed to the conclusion that race was a determiner of innate psychological characteristics; their position was that no such relationship had ever been scientifically demonstrated. These organizations included, among others, the American Anthropological Association (in 1939) and the Society for the Psychological Study of Social Issues, a division of the American Psychological Association (in 1938). More recently (in 1950) a group of distinguished social scientists meeting in Unesco House in Paris issued a Statement on Race which reads in part as follows:

> Whatever classification the anthropologist makes of man, he never includes mental characteristics as part of those classifications. It is now generally recognized that intelligence tests do not in themselves enable us to differentiate safely between what is due to innate capacity and what is the result of environmental influences, training and education. Wherever it has been possible to make allowances for differences in environmental opportunities, the tests have shown essential similarity in mental characters among all human groups. In short, given similar degrees of cultural opportunity to realize their potentialities, the average achievement of the members of each ethnic group is about the same.

Two years later an equally distinguished assembly of geneticists and physical anthropologists, also meeting in Paris, pointed out that:

(MORE)

> The scientific material available to us at present does not justify the conclusion that inherited genetic differences are a major factor in producing the differences between the cultures and cultural achievements of different peoples or groups. It does indicate, on the contrary, that a major factor in explaining such differences is the cultural experience which each group has undergone.

In 1953, a Statement submitted to the United States Supreme Court by more than thirty American social scientists, included the following:

> The available scientific evidence indicates that much, perhaps all, of the observable differences among various racial and national groups may be adequately explained in terms of environmental differences... It seems clear, therefore, that fears based on the assumption of innate racial differences in intelligence are not well founded.

These statements still stand, and in our judgment represent the consensus among experts who have studied this question as objectively and as scientifically as is at present possible. We know of no new research which would reverse these conclusions.

Those few specialists who take a different position usually do so on two major grounds. The first is that Negro-White differences in intelligence test scores persist even when the two groups are "equated" for social and educational opportunities. To this we would point out that such "equation" is exceedingly difficult to achieve, since the opportunities related to test performance are by no means easy to assess in quantitative terms. We do know that the intelligence

(MORE)

quotients of Southern Negro children improve markedly after a period of years in the schools available to them in New York or Philadelphia.

In the second place, it has been argued that the differences in I.Q. persist even when "noncultural questions" are used. We would deny the possibility of devising a "noncultural" test in the light of our present understanding of the problem.

In the early days of testing, many psychologists believed that the elimination of the handicap due to language was equivalent to eliminating the influence of culture in general. One psychologist, for example, Professor Florence L. Goodenough of the University of Minnesota, devised a performance test consisting in "Drawing a Man". She regarded this test as "culture-free". Many investigators have made use of this test, and they have been able to demonstrate that, contrary to the earlier view, the results are indeed affected by many aspects of previous experience. Professor Goodenough herself has now recognized this fact, and very honestly and courageously points out her former error. Writing with Dale B. Harris on "Studies in the psychology of children's drawings" in the Psychological Bulletin for September, 1950, she expresses the opinion that: "the search for a culture-free test,

(MORE)

whether of intelligence, artistic ability, personal-social characteristics, or any other measurable trait is illusory." She goes on to state that her own earlier study "is certainly no exception to the rule" and adds, "The writer hereby apologizes for it."

No one can deny that at the present time the intellectual achievement of American Negro children, particularly those who come from segregated schools, is lower on the average than that of White children, nor that a reasonable amount of time must elapse before the gap can be closed. We would interpret the difference in terms of the whole pattern of educational opportunities associated with the social environment, and which may affect both the physical and mental development of the child. Even those few scholars, however, who prefer an explanation in terms of race, indicate that there is overlapping between the two racial groups. Overlapping is usually defined technically as the percentage in one group which is superior in test scores to the median or average score obtained by the other. In every comparison with which we are familiar in this field there is some degree of overlapping. This means more than that some Negro children do better than some White children. It means that some Negro children do better than the average White child, in spite of all the handicaps to which the former have in the past been subjected.

(MORE)

The conclusion is inescapable that any decision to use differences in the average achievement of the two racial groups as a basis for classifying in advance <u>any individual child</u>, Negro or White, is scientifically unjustified.

October 2, 1956

April 17, 1958

Dr. Eli Ginzberg
Graduate School of Business
Columbia University
New York, N.Y.

Dear Eli Ginzberg:

John Hope has just been in the office and tells me you are speaking to the Florida State Teachers Association at Miami in the near future. He suggested that if we had any special material on the situation down there we might pass it on to you. I am enclosing a little pamphlet entitled "Dade County Schools and Desegregation". This was developed by a community group largely led by the Dade County Council on Community Relations -- a local affiliate of our cooperating state organisation in Florida.

As you probably know Florida has not yet begun to apmply with the Supreme Court Decision. On the other hand it would be erroneous to classify the Sunshine State as "hard core." There is strong, responsible, recognized leadership working actively for desegregation in the state and the movement centers in Dade County (Miami) and Pinellas County (St. Petersburg). Miami Beach has many facilities available to mixed groups and to all-Negro groups, including the majority of the best hotels.

The Dade County Council is planning a mass dinner meeting in the Bay-front Auditorium in May. Last year they had 400 people in attendance at such a dinner; this year they expect even more. Attendance at the dinner as well as the program itself is integrated.

If we can be of any further help to you please feel free to call on us.

All good wishes.

Cordially,

Frederick B. Routh
Assistant Director

FBR:fcl

MF
file

CONSERVATION OF HUMAN RESOURCES
COLUMBIA UNIVERSITY
NEW YORK 27, N. Y.

April 23, 1958

Mr. Frederick B. Routh
Assistant Director
Southern Regional Council, Inc.
63 Auburn Avenue, N.E.
Atlanta 3, Georgia

Dear Mr. Routh:

Thank you for sending on to me the little brochure on Dade County schools at the suggestion of John Hope. I go to Florida this week, and I am uncertain whether my remarks there will carry as far as Atlanta.

In any case, your brochure has provided me with some additional background.

Sincerely yours,

Eli Ginzberg

June 10, 1958

Mr. John W. Alexander
Assistant Dean
Columbia College
Columbia University
New York, New York

Dear John:

We are delighted at the prospect of your lending a hand in Virginia this summer. I am to be in New York for a couple of days next week, Thursday and Friday, June 19th and 20th. During my brief time there I hope it will be possible for me to have some conversation with you. I will give you a call when I arrive to see if we can work it out.

All the best.

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

June 4, 1958

Mr. John W. Alexander, Assistant Dean
Columbia College, Columbia University
New York, New York

Dear John:

It was good to talk with you on Friday. This is to confirm the substance of our phone conversation.

As you know, four communities in Virginia face desegregation this fall. The state will, no doubt, seek to close the public schools. In two of the four communities, Arlington and Charlottesville, there is considerable support to keep the schools open--even if desegregated.

Jack Marion is leaving the Virginia Council for a position with the Presbyterian Church, USA. We propose to use SRC's Consultant Service Program extensively in Virginia this summer--with emphasis on Arlington and Charlottesville.

Since you are to be in Washington during August, we would like to work out some arrangement with you to be one of our consultants in the Arlington area. We would probably need about two weeks of your time to do this, but final details of our arrangement will be worked out between you and John Hope II, SRC's Chief Consultant.

My purpose in writing this letter is to ask you to reserve time for work with SRC during August. Consultant fees are $35.00 per day--expenses are also covered. Please let me have your reactions to this proposal. We'll send you a

(continued)

bale of material on Arlington before long.

Harold Fleming joins me in sending all good regards.

Cordially,

Frederick B. Routh
Assistant Director

FBR:lec
cc: John Hope, II

July 25, 1958

Mr. John Alexander
210 Hamilton Hall
Columbia University
New York 27, New York

Dear John:

Thanks for your report of July 24 on your second excursion into the Arlington area. With you I regret that you weren't able to make contact with Kaul but this sort of thing is not unusual.

In your final paragraph you outlined four steps to meet the needs in Arlington. I think they are well-taken and I agree with each of them.

I think it would be helpful if you would talk further with John Hope in New York. He is at Bill Trent's home in New Rochelle and the phone number is New Rochelle 2-0116. You might discuss with him the possibilities of having the Chief of Police of Arlington visit the St. Louis police department which is greatly experienced in riot prevention and mob control. Expenses for such a trip could be taken care of. John will explain the details.

Enclosed is SRC's check for $108.61 in payment for your transportation expenses and two days' fee, July 20-21, 1958.

All good wishes.

Cordially,

Frederick B. Routh
Assistant Director

FBR:ls

Enclosure: check for $108.61

VIA AIR MAIL July 7, 1959

Dr. Mozell C. Hill
Professor of Education
Teachers College
Columbia University
New York 27, New York

Dear Mozell:

I am glad to hear that you are taking up the cudgels with friend Herman, and I think you are wise to regard him as a worthy antagonist in debate of this kind.

On the assumption that you want from us mainly material on the county unit system, we have pulled together some clips and analyses, as enclosed. The statements by the DeKalb delegation and the League of Women Voters are the best current analyses of the unit system we know of.

If specific questions arise that you feel we can help on, let me know. Meanwhile, best of luck on this assignment and my best regards.

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf
Enclosures

Encls:

Atl. Journal - Apr. 24, 1959
"Talmadge Lifts Unit System Warning Again" - H. Davis

Atl. Journal - Jun 1, 1959
" Unit Suste, Debate Begins AIG New Plan"

Atl. Journal - Apr. 24, 1959
"Here's Text by Talmadge on Unit Plan"

Atl. Journal - Apr. 2, 1959
"Text of Talmadge's Unit System Views"

Atl. Const. - May 15, 1959
"Non-Unit Voting Called Best for Rural Citizens"

Atl. Const. - Apr. 2, 1959
"Lifts Hopes in Cities, Stirs Debate"

Atl. Journal - May 13, 1959
"Don't Take Any Foolish Bets on Changes in the Unit System"

Atl. Jounnal-Const. - Feb. 15, 1959
"Prophetic Ghosts of Fate Haunt Too-Quiet Assembly..."

Atl. Const. - Apr. 11, 1959
"Macon Attorney Contends that 'No One is Elected Under the County Unit System'"

Atl. Const. - Apr. 3, 1959
"Census Key is Seen by Governor"

Excerpt froM; Vandiver's Message on the State of the State
Atl. Const., Jan. 15, 1959
"County Unit System"

"An Open Letter" - On the County Unit System
by W. Hugh McWhorter
James A. Mackay
Guy W. Rutland, Jr.
(DeKalb County Representatives to the 1959-60 Gen. Assembly)

Georgia Voter - Vol. XX, June 1959 No. 2

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
NEW YORK 27, N.Y.

DIVISION OF FOUNDATIONS OF EDUCATION
DEPARTMENT OF SOCIAL AND
PHILOSOPHICAL FOUNDATIONS

June 29, 1959

Mr. Harold Fleming
Executive Director
Southern Regional Council
63 Auburn Avenue
Atlanta, Georgia

Dear Harold:

I am preparing a short paper for Controversy, "a monthly magazine for thinking people" regarding current political and moral issues. This is a relatively new magazine that I predict will break through. The magazine operates on the assumption that there are no simple right or wrong answers to many major social problems, such as public education, capital punishment, and today's youth. It therefore attempts to present the pro and con arguments around vital questions.

My paper will address itself to the question, "County Government is Obsolete." I shall take the pro side, and of all people, my opponent will be the great, and sometimes ungreat Senator Herman Talmadge. Now I know that Herman is a very sharp individual, and his arguments for the county unit system are very well presented. He operates under the watershed of Thomas Jefferson and Mr. Calhoun. He has thought through the problem and has a relatively tight rationale, despite the fact that you and I are not in agreement with it.

Will you please search your files for suggestive notes and points of relevance that would be helpful to me as I present my arguments. I should like to highlight the moral and legalistic aspects of the question, as well as the social and psychological consequences.

The paper is due August 1st, and will appear in the September issue. I shall see to it that a copy is mailed to you when it appears.

Thank you for your continued support.

Sincerely yours,

Mozell

Mozell C. Hill
Professor of Education

MCH:s

Harold -- this is an SOS. Please give me some of the "factual stuff"
Mozell

LWD ✓
MF

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
NEW YORK 27, N.Y.

DIVISION OF FOUNDATIONS OF EDUCATION
DEPARTMENT OF SOCIAL AND
PHILOSOPHICAL FOUNDATIONS

RECEIVED AUG 20 1959

August 17, 1959

Mr. Harold C. Fleming, Director
Southern Regional Council
63 Auburn Avenue
Atlanta, Georgia

Dear Harold:

A thousand thanks for the materials regarding County Government and The County Unit System in Georgia. The materials have been very helpful, and I have put together some comments that I think might attract some attention.

The magazine, "Controversy," has had to delay publication due to some mechanical, and perhaps financial, difficulties. They are coming out with a new format in the fall. Accordingly, the article will be delayed; in fact, they have advised me to hold the manuscript until they request it since there is an honorarium that goes with it.

Meanwhile, I have become so enthusiastic about the subject that I may try to put together a piece and submit it to the New York Times' Magazine Section if "Controversy" delays it too long. Of course I shall be most careful to see that the Southern Regional Council receives credit; in fact, I shall blow up a very helpful by-line.

I trust that all is going well with you and yours. Please give my kindest affection and regards to your wife and son.

Sincerely yours,

Mozell

Mozell C. Hill
Professor of Education

MCH:s

July 28, 1960

Miss Barbara Donald
The President's Commission on National Goals
The American Assembly, Columbia University
New York 27, New York

file

Dear Miss Donald:

In response to your letter of July 19, I am sending separately a selection of our materials that may be helpful in preparing the Commission's report. We should also be glad to furnish more specific information from our files that the Commission might find itself in need of.

Sincerely,

Harold C. Fleming
Executive Director

HCF/sm

sent separately: School Deseg.: First Six Yrs.
All sit-in reports
1959 Background report on school deseg
Last voting report
Collins pamphlet
HCF's NYT article and White House Conf. speech
New South containing Marge Manderson's article

# THE PRESIDENT'S COMMISSION ON NATIONAL GOALS

administered by

THE AMERICAN ASSEMBLY, COLUMBIA UNIVERSITY

New York 27, New York

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*Staff Director*
William P. Bundy
1809 G Street, N.W.
Washington 6, D. C.
STerling 3-6970

July 19, 1960

Mr. Harold C. Fleming
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta, Georgia

Dear Mr. Fleming:

As the Commission's report will deal at some point with the problem and issues of discrimination, we would be most grateful if you could send us copies of any reports, articles, or speeches which you think would be useful and pertinent.

Sincerely yours,

Barbara Donald

Barbara Donald

Sch Desegr
Sit-in rept
Background rept
Voting Rept
Collins
NYT articles + speeches

September 20, 1960

Mr. Samuel Lubell
Director
Opinion Reporting Workshop
Graduate School of Journalism
Columbia University
New York, New York

Dear Sam:

Thanks for remembering me with a copy of "When People Speak." This is the best and clearest discussion of opinion analysis I have seen. And, as you know from our conversations, I am a wholehearted admirer of your techniques.

I only wish we could get more analysis of Southern racial attitudes through this approach -- not only in relation to national politics, but also in relation to means of improving the situation.

Best regards.

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

Would appreciate your reaction

LWD ✓

SAMUEL LUBELL

DIRECTOR
OPINION REPORTING WORKSHOP
GRADUATE SCHOOL OF JOURNALISM

COLUMBIA UNIVERSITY
NEW YORK

# When People Speak

*Their Opinions*

*Their Feelings*

by Samuel Lubell

June 19, 1961

Mr. Eli Ginzberg
Director
Conservation of Human Resources
Columbia University
New York 27, N. Y.

Dear Mr. Ginzberg:

Sent to Miss Ethiss

We are sending you under separate cover a bundle of reports and I hope these will help satisfy your need.

It will be good to meet you when you are here in November. Please drop me a note before-hand, and let me try to find a spot in your schedule when we can get together, perhaps for an evening.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:a

MR

pls pull together + go over with me

CONSERVATION OF HUMAN RESOURCES
COLUMBIA UNIVERSITY
NEW YORK 27, N. Y.

ELI GINZBERG, DIRECTOR

June 15, 1961

Mr. Leslie Dunbar
Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Mr. Dunbar:

Harold promised to get in touch with the office to ask them to please put together a bundle of your recent reports and send them on to me. I assume that because of the pressures connected with his relocation he overlooked it and I am, therefore, writing directly to you.

The background of my request stems from the fact that I am scheduled to come to Atlanta next November to deliver three lectures at the Atlanta University Campus which I have tentatively entitled, "From Freedom to Equality." I plan to place considerable stress on what is new on the racial front and, particularly, what is happening to the Negroes themselves.

If you can make up a parcel of materials and send them on to me at my summer address I would appreciate it very much indeed. Box 92, North Road, Vineyard Haven, Mass.

I look forward to making your personal acquaintance on my trip South. Thank you so much for any help that you will be able to give me.

Sincerely,

Eli Ginzberg

Eli Ginzberg

EG:ab

Memo

FROM THE DESK OF **LESLIE W. DUNBAR**

News South

Freedom Ride

3 { SPM

School Desegr.

Joe Mullan ✓

Goodman ✓

Hill ✓

Taylor ✓

Stallings

L-? (Fowler Comm)

Hair related Education

June 27, 1961

Professor Mozell Hill
Adviser in Social Science
University of Nigeria
Nsukka, Nigeria

Dear Professor Hill:

Many thanks for your letter of June 19. We have appointed a research director who will begin work next week. He is, I think, a most happy choice: James Moss, now in the Sociology Department at Union College and perhaps a former student of yours, inasmuch as he got his Ph.D. at Columbia.

Many thanks for your good wishes. Harold Fleming left us now long ago to head up the Potomac Institute, a new civil rights and racial relations agency in Washington. I will give him and Dr. Clement your regards when I next see them.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/sm

# UNIVERSITY OF NIGERIA, NSUKKA

Telegrams : NIGERSITY, NSUKKA.
Telephone : NSUKKA 48-49-50.

*Your Ref. No.* .....

*Our Ref. No.* .....

June 19, 1961.

Mr. Leslie Dunbar, Director of Research
Southern Regional Council, Inc.,
5 Forsyth Street, N.W.,
Atlanta 3, Georgia,
U.S.A.

Dear Mr. Dunbar,

Your letter of March 22nd has just now reached me in Nsukka, Nigeria, where I am serving as Adviser in Social Science and Social Research for the new University of Nigeria. I presume by now that you have made some progress in locating a research director for the Council. At least I hope so. Your program of research impresses me as being very well conceived and if you are able to find a vigorous and competent director, I am sure it will bear fruit in terms of the long and short range objectives of the Council.

Obviously, being away from my desk at Columbia I do not have my fingers on the academic market. If you still need names of possible candidates, I will suggest that you write to Mr. Leonard Goodwin, Executive Assistant, Conference Board of Associated Research Councils, Committee on International Exchange of Persons, 2101 Constitution Avenue N.W., Washington 25 D.C. Mr.Goodwin, one of my students, is engaged in research for Fulbright programs. He will certainly have a list of names that might be useful. You may tell Mr. Goodwin that you are writing him at my suggestion.

All the best to you in your efforts and please give my kindest regards to Harold Fleming, Rufus E. Clement and others.

Sincerely yours,

Mozell Hill

Mozell Hill,
Adviser in Social Science.

MH/mkpolulu.

CONSERVATION OF HUMAN RESOURCES
COLUMBIA UNIVERSITY
NEW YORK 27, N. Y.

ELI GINZBERG, DIRECTOR

mh Card

November 16, 1961

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Leslie:

I got back to New York only in time to leave it again which helps explain why I am only now writing to thank you for the very pleasant opportunities which you opened up to Ruth and me during our recent visit to Atlanta. We both enjoyed coming to your annual meeting; I was very much pleased with the chance to break bread with your good lady and yourself and I know that Ruthie was glad to have the opportunity to at least say hello to you both after her hour and a half of anguish.

I have not yet caught up with my friends at Taconic but will do so and will try to give them the benefit of what I learned down your way.

I hope that on one of your northern trips we will have a chance to renew acquaintance.

With very warm regards from both of us to both of you.

Sincerely,

Eli Ginzberg

October 23, 1961

Professor Eli Ginsberg, Director
Conservation of Human Resources
Columbia University
New York 27, New York

Dear Professor Ginsberg:

They are working you mighty hard at Morris Brown. I think we can still plan to have dinner together, however, on November 9 and finish in time for you to speak at 8 o'clock. I would, of course, like a more leisurely evening.

I am enclosing a copy of the program of our Annual Meeting and hope that you will attend as many of the program sessions as you may find possible. For the "speaker" at the dinner we shall have, I think, an interesting panel made up of Eric Lincoln of Clark College, Robert Harris of Vanderbilt, and Louis Lomax.

I am enclosing a few recent publications in response to your request. I hope they may be of interest.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:mbb
Enc.

[illegible] Executive
[illegible]'s Case for Integration
[illegible]ling of the South
[illegible] Phylon

last two New Souths
Freedom Riders
Recap - Student Protest Movement
Sit-In Report

CONSERVATION OF HUMAN RESOURCES
COLUMBIA UNIVERSITY
NEW YORK 27, N. Y.

ELI GINZBERG, DIRECTOR

October 9, 1961

Mr. Leslie Dunbar
Executive Director
Southern Regional Council
5 Forsyth Street NW
Atlanta 3, Georgia

Dear Mr. Dunbar:

I am just back from overseas and I find that my schedule for my Atlanta visit has been firmed up by the college authorities. Apparently they have scheduled my third and final public lecture for Thursday, November 9th, which was the evening that you were good enough to suggest that Mrs. Ginzberg and I have dinner with you. Perhaps we can still keep this date if we can go to dinner early, but I am due to perform starting at 8 P.M. If because of this new conflict dinner is not possible, perhaps we can have a drink together that afternoon. I note that I am free from 2:30 until 8:00 P.M.

Incidentally if you have put together any interesting reports in the last few weeks, I hope you will send them along so that I can profit from perusing them.

I look forward to seeing you next month.

Sincerely,

Eli Ginzberg

Separate mailing: Executive Support of Civil Rights
Chattanooga, Houston, Atlanta Studies
January, NEW SOUTH - 1962
LWD Testimony before House Education Cttee.
December, November, NEW SOUTH - 1961
~~Alabama~~ Albany Special Report, Zinn
Executive Director's Annual Report, 1961
LWD's Annealing of the South
LWD's Phylon piece: "Reflection on the Latest Reform of the South"
Publications List
New South Subscription Blank

May 22, 1962

Mr. Eli Ginzberg
Director
Conservation of Human Resources
Columbia University
New York 27, New York

Dear Eli:

I don't know how this could have happened, but you were not on any of our mailing lists; you are now. Under separate cover I am sending a few back things which I would like for you to have a chance to look at.

I am greatly pleased that your book is so nearly finished. I have unbridled admiration for people who can, as I cannot, get writing done despite everything else. For people such as yourself who not only can do this but also write important things, I have respect as well as admiration.

I am going to be in New York May 31. This is a pretty unlikely date, but if you are in town I wish I could see you if only briefly; my schedule is pretty crowded. I will be staying at the Barbizon Plaza. I'll be arriving Wednesday night and will try either then or the next morning to reach you by phone.

With best wishes,

Sincerely,yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

TO: LWD FROM: BP

He is not on our mailing list.
I'll add him immediately.
DO you want me to send some
materials for the present?

Pubs. list
Sub blank
Send
Let
That
Testimony
Albany
Appeal

BP

please let me know

CONSERVATION OF HUMAN RESOURCES
COLUMBIA UNIVERSITY
NEW YORK 27, N. Y.

ELI GINZBERG, DIRECTOR

May 15, 1962

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Leslie:

I had hoped that you might have been up this way sometime in the past month so that I could have checked out with you in person what is happening in your active area, but not only have I not had an opportunity to see you, I also feel very much out of some things because I do not seem to be on your mailing list. Is there any way of putting me on so that I can keep in touch with what is happening in your part of the world? For some reasons I dare not lose touch.

You may be interested to know that I hope to finish my book on The Nation and The Negro early in the summer which means that it ought to be out before the end of the year.

Please remember me warmly to your wife.

Sincerely,

Eli Ginzberg

July 13, 1962

Mr. James R. Boylan
Managing Editor
Columbia Journalism Review
Columbia University
New York 27, New York

Dear Mr. Boylan:

I understand that your next issue will include an article by George McMillan regarding the Augusta newspapers. Will you please accept this letter as an order for one (1) copy, for which please bill us. There is a possibility that we might wish to purchase some reprints. I would be grateful if you would advise us what the rates would be in various quantities.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

James R. Boylan
Managing Editor
Columbia Journalism Review
Columbia University
New York, N.Y.

Columbia University in the City of New York

GRADUATE SCHOOL OF JOURNALISM NEW YORK 27, NEW YORK
COLUMBIA JOURNALISM REVIEW

August 3, 1962

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Mr. Dunbar:

I hope you will excuse this delay in our reply to your letter of July 13. We are of course delighted that you are interested in reprints, and I will forward you quotations on them as soon as they are supplied by our production manager.

In the meantime, I have asked that a copy of our summer issue be sent to you.

Sincerely,

James Boylan
Managing editor

jb:i

RECEIVED
AUG 6 1962

Cr. B. Scales,

CONSERVATION OF HUMAN RESOURCES
COLUMBIA UNIVERSITY
NEW YORK 27, N. Y.

March 14, 1963

Mr. Leslie Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Les:

Thanks for your letter of March 6th and the enclosures about Dr. Cole.

We have a meeting in Washington next week at which time I will go into this matter and you will hear from me again. I will do my best to be of use.

Your recommendation is good enough for me. I am willing to act on it. I hope I can convince others to take the same action.

Sincerely,

Eli Ginzberg

RECEIVED
MAR 18 1963

March 6, 1963

file

Mr. Eli Ginzberg
Conservation of Human Resources
Columbia University
New York, New York

Dear Eli:

I am enclosing (a) Coles's article in the March Atlantic; (b) his paper for the American Psychiatric Association; (c) his short piece for New South, September 1962; (d) letter of February 14, 1963 from J. Robert Lindsay, M.D.; (e) his vita. I believe that I mentioned to you also that he will have a chapter (on the SNCC workers) in Youth: Change and Challenge, edited by Erik Erikson, which is about ready for publication.

Dr. Coles has been associated with us since August 1961. During his first year his work was supported by a $7,500 grant from the New World Foundation. This second year is being supported by a General Education Board grant of $10,625. The grants were paid to us. Neither has been adequate, and we have supplemented them by several thousand dollars.

He has worked steadily with the Atlanta and New Orleans children, white and Negro, during all this time. He has rounded out his observations and impressions by occasional visits and conversations with students in other southern locales. He is in his second year

of teaching, without pay, a section in Emory's Teacher Education division which he does in order to get insight into those who are or will be teaching southern children. Tangential to his primary work with school children has been sustained conversation with SNCC and other student "agitators" (see Erikson book) and systematic visits to segregationists (who have talked with him readily) in New Orleans.

Dr. Coles plans a couple more articles out of material and ideas gathered and intends, following those, to work at a book.

He wishes to stay another year and probably longer. If he can, the plan of his work would vary and the content broadened. First, he would like next fall to return to Cambridge for a seminar with Erikson. Secondly, beginning this coming summer and resuming after the semester at Harvard, he would like to broaden his study to give specific attention to migrant families and their children, and how they manage under the kinds of living they endure. This would require, as he sees it, trips to Belle Glade, (Fla.) and to migrant camps in New Jersey and New York. He has discussed his ideas along this line with Public Health Service and other doctors in Washington; see the attached letter from Dr. Lindsay.

The leading concern of all his work can be stated as, "how social crisis affects individual families, and particularly their children."

As I told you when in South Bend, we have the highest regard and respect for Coles and his work. We would like to see him finish it, because we think it is important to the objectives we are interested in. If you believe the National Institute of Mental Health could possibly enable him to work on, please let us know what he or we should do.

Dr. Coles figures that for the third year work, including the travel costs of the migrant study, he would need $15,000. This, I am sure, is too low: his costs now are running over $12,000, for stipend, travel (mainly to and from New Orleans), materials and secretarial help. Moreover, our hope would be that the grant could be either a two-year commitment, or a one-year grant which contemplated renewal. We can,

of course, supply cost figures since August 1961, and forecast a realistic budget.

Dr. Coles's wife has been his indispensable co-worker, and for that reason her vita is attached to his.

With best wishes,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj
Enclosures - 6.

October 14, 1963

Mr. Eli Ginzberg
Conservation of Human Resources
Columbia University
New York, New York

Dear Eli:

I can't tell you how pleased I was to discover your review of Henderson in the New Republic of October 12. It is satisfying to us that you and the New Republic took the Henderson study seriously enough to give it this kind of attention. Moreover, I felt your analysis, and the sketch of your own thoughts mighty interesting.

I think I agree with most of your comments though in part, of course, the tightness of Viv's space was the cause for his not saying some of the things which you looked for, and didn't find. Speaking personally, I am not quite clear why the concept of a dollar gap is useful only when juxtaposed to minimum or desirable budgets; and in general, but here I speak as a non-economist, I do find the dollar gap analysis illuminating, even allowing for the various reservations you suggest. Henderson is, I think at one with you in believing that a higher level of employment is necessary; the third from the last paragraph of the pamphlet summarizes, I suppose, both his agreement and possibly slight disagreement with you at this point.

But these are small points. It was a thoroughly good review, and we're awfully glad you did it.

All the best.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj
cc: Mr. Vivian Henderson

April 3, 1963

Mr. Eli Ginzberg
Director
Conservation of Human Resources
Columbia University
New York 27, New York

file

Dear Eli:

Thank you for keeping me posted about the NIH and Coles. It would be great if something could be worked out. He has, incidentally, already been down to a migrant camp in Belle Glade, Florida where he spent several days, armed with a stethoscope and whatever else physicians use, helping the Public Health people examine children and thereby striking up conversations and making introductions for himself.

All the best.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

Ma — you reply
Lord wants question
to Mr. Walker's
on p. 2 of his letter
Put in my files

Free
Columbia Univ

letter re publications
2-21-64
MA

February 20, 1964

Mr. Robert M. Walker
OASIS Director
University Christian Foundation
New York University
2 Washington Square, North
New York 3, New York

Dear Mr. Walker:

I have your letter of February 7, and am much interested in your plans. We shall be glad to help you in any ways we can; please call on us.

Howard Zinn would be first-rate, if he is available. Howard's interest has been less in the region than in the "problem," but today these are pretty much the same. Three other persons, all of whom would be excellent, who occur to me are Henry Clark, James Laue, and John Walker. Henry, a North Carolinian, is teaching now at Union Theological in New York. He has worked with us, and is very knowledgeable. Jim, a former student of Tom Pettigrew's at Harvard, is now teaching sociology at Emory, after a year of doing the same at Hollins. John is finishing his last year at Yale Law; an Arkansan and once the Associate Director of the Arkansas Council on Human Relations, he would be an ideal mentor. Henry and Jim are white, John is Negro.

Your itinerary does, of course, avoid the Deep South, but this would not bother me; you'll be in

an authentic section of the South. You will, however, be spending half or more of your time in the mountain country, and you might think this over. Maybe eliminate or shorten your visit to Berea and do a side trip to Nashville (a good substitute for Atlanta)?

In Richmond, I would suggest you see Heslip Lee, Director of the Virginia Council on Human Relations, 17 East Cary Street. There are so many good people in Chapel Hill; one who could put you in touch with all others, as well as being good himself, is Charles Jones, Community Church, Purefoy and Mason Farm Roads. Close to Asheville is Marion Wright, Top Knot, Linville Falls, North Carolina, one of our vice presidents. In Knoxville; Frank Smith, TVA director and former Mississippi Congressman; James Colston, president of Knoxville College. In Nashville: Kelly Miller Smith, 318 - 8th Avenue, North; Will D. Campbell, 1106 - 19th Avenue, South; George Barrett, Stahlman Building.

Cash is still one of the few classics. So too is Lillian Smith's, Killers of the Dream (1961 edition), also in paperback. James Dabbs, The Southern Heritage, belongs in their class but is not in paperback.

I shall have a few samples of our publications sent to you with information as to availability.

I don't like to advise others about personal policy toward segregation; you will have to decide. On the route you are taking you may well escape any serious problems. If you do experience trouble, I (or my assistant, Mr. Vernon Jordan), would be glad to accept a call, and maybe we can advise you at the time.

All best wishes,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

February 10, 1964

Mr. Robert M. Walker
OASIS Director
University Christian Foundation
New York University
2 Washington Square, North
New York 3, New York

Dear Mr. Walker:

We have your letter of February 7 to Mr. Dunbar who is away from the office for several days. I shall, upon Mr. Dunbar's return, bring your letter to his attention, and I'm sure you will hear f om him promptly.

In the meantime, I am enclosing one of our publications lists from which you may select the publications you feel would be helpful to your students. If you will let us know which items you wish sent to you, Mrs. Albright, of our Research Department, will be glad to fill your order.

Sincerely yours,

(Mrs.) Mildred M. Johnson
Secretary to the Director

MMJ
Enclosure - 1.

MT - reply ✓


# UNIVERSITY CHRISTIAN FOUNDATION

*at New York University*

TWO WASHINGTON SQUARE NORTH, NEW YORK 3, N. Y.

SP 7-2000 Ex. 550


February 7, 1964

Dr. Leslie Dunbar
Southern Regional Council
5 Forsyth Street
Atlanta, Georgia

Dear Dr. Dunbar:

Our Overseas and American Students' International Society (OASIS) is planning a Travelling Southern Seminar this June 1-10 for a bus-load of students, both from overseas and America. The enclosed sheet will show you something of our aims and plans as we visit the South.

I conferred recently with Miss Rosetta Gardner and Miss Jacklyn Wilkes, National Student YWCA staff from Atlanta, about the seminar. They suggested that I write to you for aid in several matters. I would be very grateful for any help which you or your staff might be able to give.

1) We are searching for a "faculty dean" for the seminar. I want to locate someone who is expert in his knowledge of the Southern region and the problems we hope to explore, and who can teach quite informally as we travel in the bus and sit over coffee en route. Miss Gardner and Miss Wilkes suggested Dr. Howard Zinn, and suggested that you might know his address. I would appreciate very much your reaction to him as a person who might be good in this position, and information as to how to reach him if you know this. Other suggestions would be very helpful in case he is not available. We do have a little honorarium money which might possibly go to this person. The person might conceivably join us in Richmond or Chapel Hill, though it would be good to have someone who might help orient the group in advance.

Note

2) I would like your thoughts on the itinerary which we propose, and the emphases which we suggest. Are there contact persons in these towns or others within this general route whom you would suggest as "absolute musts" for such a seminar? I put the question this way because I think that we cannot stretch the distance any further in this ten-day period. Yet I do want to go to the right places and talk with the right persons, and would value your suggestions very much. I should say that Miss Gardner suggested that we visit the school and community center sponsored by the United Church at Bricks, North Carolina, near Rocky Mount, and we might plan to do this en route from Richmond to Chapel Hill. Some people have told us that unless we visit Atlanta and your offices, along with Martin Luther King, SNCC, etc., we are not

really visiting the South! Perhaps this is true, but it means another two days' travel and I just do not see how it can be got in. Your thoughts here would be appreciated.

3) Is there some basic reading -- a book or two -- which you would suggest, preferably paperback, to which I could refer the students before the seminar? Is there something which brings Cash's Mind of the South up to date, or is this the best general thing? Secondly, are there free or low-cost pamphlets or other short materials which the Southern Regional Council or others publish, and which you could supply me in quantities of fifty for building a packet for the seminar for each student? I would appreciate samples and if there is a charge, will be glad to remit upon billing of the University Christian Foundation.

MA

4) We are concerned about bringing our interracial group into the South. We must of course work out our policy as to whether we obey segregation signs or not, and just who decides this for the group. My inclination is to say that in this ten-day trip we are not trying to demonstrate nor to protest nor to test laws, but are there to learn. Further, we will do only those things which we can do together, and we will not obey any segregation signs. This may expose us to trouble and possible arrest. What is your advice regarding the next steps if and when this happens, in the route which we are taking? We will travel by chartered bus, and it looks as though we will not be able to have a restroom on board.

Any help you can give us will be greatly appreciated, as this is our first venture in what we think will be a very interesting and profitable trip.

Sincerely,

Robert M. Walker

Robert M. Walker, OASIS Director

RMW/jg
encl.

OVERSEAS AND AMERICAN STUDENTS INTERNATIONAL SOCIETY
OASIS - International Program of the
University Christian Foundation at NYU
2 Washington Square North, NYC 3
GR 7-0404

TRAVELING SOUTHERN SEMINAR - PROPOSED ITINERARY

1. Time: Monday, June 1 - Wednesday, June 10, 1964

2. Attendance: Approximately 35 overseas students, 10 American students, 3-4 staff and seminar "faculty"--total, 45-50. Seminar is for NYU students but might be opened to students of other New York universities if space is available.

3. Cost: Every effort is being made to secure hospitality at no charge or at low cost, so as to keep expenses low. Special funds are being sought to reduce the total cost, so that overseas students other than the most affluent can afford to go. Anticipated cost is $75.00 per person, perhaps more.

4. Aims of the Seminar: The Seminar has been planned by OASIS to meet the desire of overseas students to see and understand the South as a region and the issues which it currently faces. Limited time and funds make it necessary to limit the trip to a few points in the upper South where the following issues can be observed and discussed;

a. The South as a Region
b. Inter-racial relations
c. Southern college life
d. TVA and social change
e. Appalachian mountain people
f. Sightseeing, recreation

An advance orientation session will be required of those accepted for the Seminar, together with some basic reading. A Dean of the Seminar who knows the South as a region will accompany the group as its "faculty".

5. Transportation, hospitality: Travel will be by chartered bus. A variety of lodging and food arrangements are being made, including family hospitality, living in dormitories with students, etc.

6. Proposed itinerary: Arrangements are in process for the following program, which may be revised as necessary:

| | | Emphasis |
|---|---|---|
| June 1 | Leave New York, Arrive Richmond, Va. | South as region, history, race relations |
| 2-3 | Chapel Hill, N.C. | Univ. of N.C., race relations, major attention to South as a region |
| 4 | Asheville, N.C. (via Charlotte for session with Harry Golden) | Thomas Wolfe, Mountain city |
| 5 | Knoxville, Tenn. (via Smokey Mt. National Park) Remain June 6, leave on 7th | Sightseeing, TVA, Oak Ridge, race relations in Knoxville, Negro student life (Knoxville College) |
| 7-9 | Berea, Kentucky | Berea College, Appalachian mountain life |
| 9 | Lv. for NYC via Pittsburgh, Pa. or West Va. - Va. - Washington (one overnight to be arranged) | |
| 10 | Arrive New York City, p.m. | |

OVERSEAS AND AMERICAN STUDENTS INTERNATIONAL SOCIETY
OASIS - International Program of the
University Christian Foundation at NYU
2 Washington Square North, NYC 3
GR 7-0404

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| 9 | Lv. for NYC via Pittsburgh, Pa. or West Va. - Va. - Washington (one overnight to be arranged) | |
| 10 | Arrive New York City, p.m. | |

# OASIS

**O**verseas &
**A**merican
**S**tudents'
**I**nternational
**S**ociety

NEW YORK UNIVERSITY RELIGIOUS CENTER
2 Washington Square N., Rm. 34
New York 3, N.Y.
Phone SP7-2000 x550

# WHAT IS OASIS?

OASIS is the International Program of the University Christian Foundation at NYU, growing out of our concern to serve students from all lands, all races and all religious affiliations.

OASIS is equally for students from abroad and Americans, offering times for friendship and informal learning which they plan and carry out to suit their interests toward the goals that the name suggests—

AN INTERNATIONAL COMMUNITY, in which persons are accepted with their varying cultural backgrounds, and friendships can deepen naturally around common interests.

EXPLORING GREAT IDEAS AND ISSUES that shape our world . . . building bridges of understanding between wide diversity of cultural, religious and political viewpoints.

OASIS is then a **concern**

to serve real needs of students in the fast-moving life of NYU.

OASIS is a **program**

in which persons can become really "present" to each other, not just nameless faces in the crowd.

And OASIS is a **place**

the University Religious Center, from which ideas and friendships may generate.

# THE OASIS PROGRAM

WELCOMING RECEPTION FOR OVERSEAS STUDENTS

All overseas students are cordially invited to the Welcoming Reception at the Religious Center, 4:30 to 6:30 p.m., Wednesday, September 25.

WEEKLY LUNCH DISCUSSIONS

Every Monday and Tuesday, weekly informal luncheon discussions will be held on topics of interest to overseas and American students. Choose the day which fits your schedule. Lunch served for 50¢ at 12 noon, starting Monday, September 30 and Tuesday, October 1—American Room, Religious Center.

THE "FOCUS SERIES"

An occasional Series focussing on one nation or area in each session. Some aspect of its culture, music, dance, literature, art, or a timely issue of international interest will be featured. Times to be announced.

OFF-CAMPUS CONFERENCES, OUTINGS

These offer the chance to share ideas with American students, often from other campuses across the state or nation, on the really big issues that shape our era. Some conferences are centered more around recreation. Plan early to budget time and money for at least one conference during the year. The New York Student Christian Movement conferences in October will focus on the Bible in relation to modern life. Location: nearby upstate N. Y. Cost: approx. $10, some partial scholarships available. Ask OASIS office for details.

OASIS "Winter Weekend" during the holiday between semesters, January 24—February 4, 1964 will be either a ski trip or general "winter sports" outing. Details later.

19th Ecumenical Student Conference on the Christian World Mission will bring 3,000 students, half overseas and half American, together December 27, 1963—January 2, 1964. Theme: "For the Life of the World." Ohio University, Athens, Ohio. Cost: approximately $100, including travel. Some scholarships available, if you apply early.

THE UNIVERSITY CHRISTIAN FOUNDATION AT NYU is the body through which the major Protestant churches and the YMCA and YWCA serve the University. OASIS, as its International Program, is also a member of the Greater N. Y. Council for Foreign Students.

COMMUNITY VISITS

Many opportunities for overseas students to visit American families in various types of communities are arranged for weekends, Sundays and holidays. "The America You Haven't Seen" is a unique "visit in depth" (see back page).

WASHINGTON TRIP

March 23-26, 1964—during NYU Spring Vacation. Group visits to places of historic and governmental interest, free time to explore, and discussions with national and international leaders. A repeat of our 1963 trip of 49 students which was a great success. Cost: $20, with lodging in homes of volunteer hosts.

UNDERGRADUATE, EDUCATION AND LAW PROGRAMS of the UCF also welcome the participation of overseas students. You are invited to join fellow students in the UCF Lounge, second floor of the Religious Center, for informal conversation, sack lunch, relaxation. The undergraduate "Coffee and Conversation" sessions with provocative metropolitan and University personalities have proved especially stimulating. Details may be secured from the OASIS office.

SOCIAL EVENTS, THEATER PARTIES, SPORTS OUTINGS and other programs will be planned as interest develops. Information about additional social, religious and cultural programs in the City which are open to overseas students is available from the OASIS staff.

# OASIS STAFF

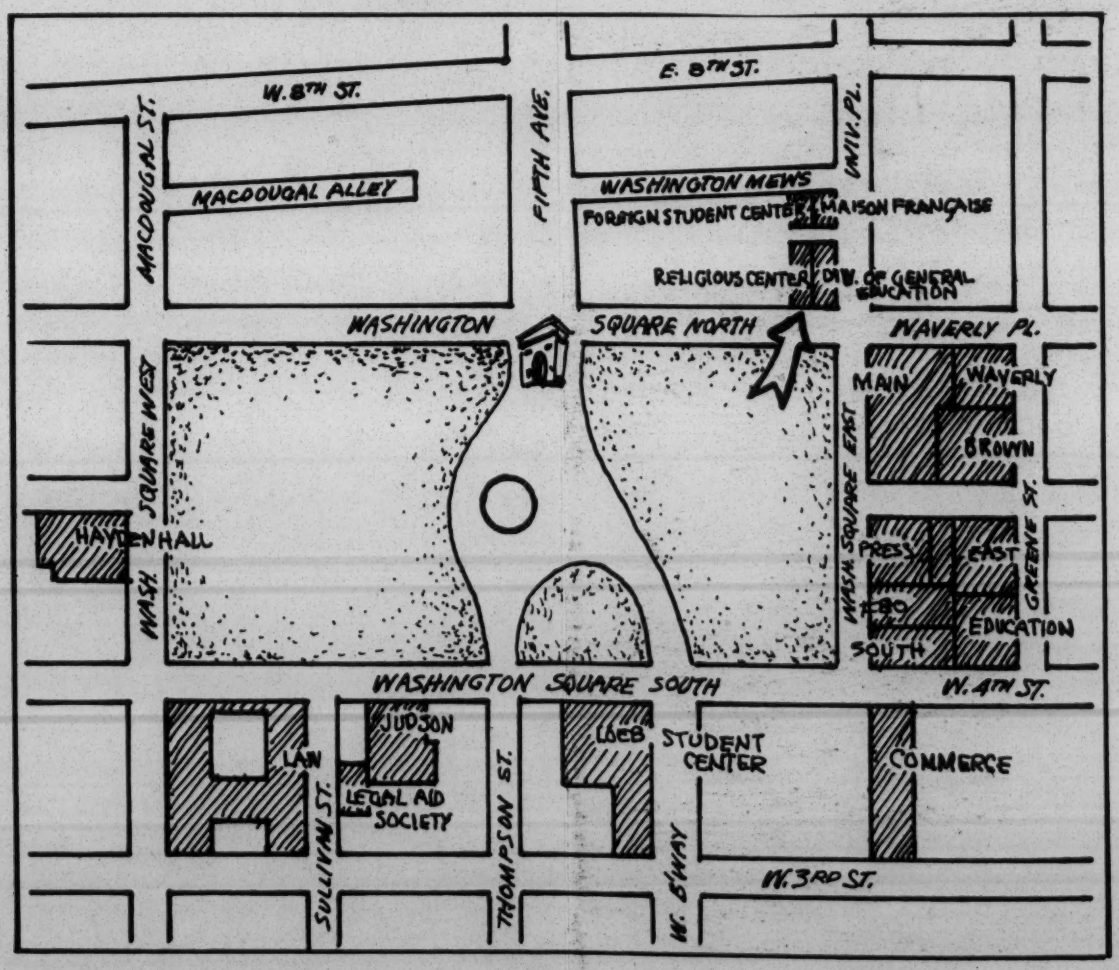
ROBERT M. WALKER, Associate Director of the University Christian Foundation, is OASIS Director. A native of Atlanta, Georgia, he served as executive of student YMCA's in Oklahoma, Michigan and Ohio before coming to NYU in 1961. He is a graduate of the University of North Carolina and Yale University Divinity School.

Mr. Walker is the YMCA representative on the staff of the UCF. He is available for conferences with students about personal concerns and problems.

# THE AMERICA YOU HAVEN'T SEEN

An exciting OASIS program based on the belief that too often both overseas and American students react to the world only in terms of the problems each day's news bulletins bring . . . the belief that we **can** see the meanings behind headlines by a thoughtful, carefully structured program of sensitive listening and participation in the life of American communities . . . the belief that we learn best by **doing** significant things in small, intimate groups, then **evaluating** shared experiences. "THE AMERICA YOU HAVEN'T SEEN" is a venture in cultural-sociological understanding and a laboratory in human relations—a program of "visits in depth" shaped to fit your schedule. How the plan works:

International teams of 6-8 students take intensive weekend or holiday field trips to all types of communities, not for entertainment but to learn "what makes these people tick?" Home-stays and involvement in the normal life of the community give insights into creative efforts of civic clubs, YMCAs, YWCAs, churches, community centers, and professional and labor groups to deal with community problems.



February 21, 1964

Mr. Robert M. Walker
OASIS Director
University Christian Foundation
New York University
2 Washington Square, North
New York 3, New York

Dear Mr. Walker:

Mr. Dunbar requested that I reply to the paragraph in your letter regarding publications in quantity for your travelling Southern seminar this June. Under separate cover I am mailing you sample copies of the selection I made. Enclosed is our current publications list; you may wish to look it over and if you note any publication you think would be of more interest to the students, please make your choice accordingly.

| | |
|---|---|
| The Negro and the Ballot in the South | no charge |
| Now out-dated, but still true for Alabama, Mississippi, and some sections of Louisiana | |
| Albany: A Study in National Responsibility, @ | .20 |
| The Negro & Employment Opportunities: Atlanta @ | .15 |
| The Unequal Badge @ | .06 |
| Out-dated, but still applies in many places in South | |
| Plans for Progress @ (new government regulations after this) | .10 |
| New South: July@August 1961, Freedom Rides | .10 |
| October 1962, Mississippi | .10 |
| April 1963, Macon | .10 |
| October-November 1963, Direct Action | .25 |
| L-Reports (mimeographed and short) | no charge |
| L-36 Richmond Qyietly Leads Way in Race Relations, 1962. | |
| L-37 Statement on "Economic Cost of Racial Discrimination in Employment" Presented to Congress by the Council of Economic Advisers | |
| L-38 What Price Violence? Press commentary, Mississippi riots | |
| L-44 Charlotte Has Built Its Integration Road: A Differen Way | |

Sincerely yours,

Montez G. Albright (Mrs.)
Research Associate

*Teachers College · Columbia University, New York 27, N. Y.*

INSTITUTE OF HIGHER EDUCATION
OFFICE OF THE EXECUTIVE OFFICER

3/9/64

File

Thursday, March the
Fifth
1964

File

Dr. Leslie Dunbar
Southern Regional Council
5 Forsyth Street
Atlanta, Georgia

Dear Dr. Dunbar:

Now that I am back at my desk, I want to thank you for taking time from your busy day to discuss some aspects of our study of the college education of Negroes. I found your comments very helpful and I was especially grateful to you for putting me in touch with Dr. Samuel Cook. He also gave me some valuable insights into the problems with which I am dealing.

I shall hope to see you again when I return to Atlanta later in the academic year.

Sincerely yours,

Earl J. McGrath

Earl J. McGrath
Executive Officer

tn

file
Universities:
Columbia

3/9/66

ms - file

CONSERVATION OF HUMAN RESOURCES
COLUMBIA UNIVERSITY
NEW YORK 27, N. Y.

February 21, 1966

PA

Mr. Paul Anthony
5 Forsyth Street, N. W.,
Atlanta 3, Georgia

Dear Paul:

It was good to spend some days with you at South Bend.

Here is a copy of my speech on Manpower Policy and the South. Let me know if you think you can use the first fourteen pages. In any case, let me know what you think about it.

Warmly,

Eli Ginzberg

(2)

CONSERVATION OF HUMAN RESOURCES
COLUMBIA UNIVERSITY
NEW YORK, N.Y. 10027

ELI GINZBERG, DIRECTOR

April 18, 1966

Mr. Paul Anthony
5 Forsyth Street, N. W.,
Atlanta 3, Georgia

Dear Paul:

I do not want to press you, but you promised to let me know if my piece* was of any use for you from the viewpoint of possible publication. If you do not plan to use it, I would like to be free to send it elsewhere. Please drop me a note at your convenience.

Sincerely,

Eli Ginzberg

* Manpower of the South

April 25, 1966

Mr. Eli Ginzberg, Director
Conservation of Human Resources
Columbia University
New York, New York 10027

Dear Eli:

Please accept my most sincere apologies for not having written you sooner about your piece. I was under the impression I had asked one of our people to let you know of what we proposed to do with it, and to see if that was satisfactory with you. Your letter has called me to check and I find out that I had not done so.

We propose to use heavy excerpts from the manuscript "Manpower and the South", in a section we are attempting to try in the magazine. This would be somewhat along the idea of a notable address series. A modest publication fee goes along with this.

If this is not satisfactory with you, please let us know.

Again please accept my apologies. It was very good of you to respond so promptly in providing us something for publication and we are very grateful.

Best wishes.

Sincerely,

Paul Anthony
Executive Director

PA/km

Free University - Columbia

May 20, 1966

Mr. Eli Ginzberg
Conservation of Human Resources
Columbia University
New York, New York 10027

Dear Eli:

Enclosed is our check for $50.00 representing a modest payment for the use of your material in the Spring issue of NEW SOUTH. I hope we will have an occasion to publish much of your work.

Come see us sometime.

Sincerely,

Paul Anthony
Executive Director

PA/km

Enc.

Rec'd 4/29/66

(2)

CONSERVATION OF HUMAN RESOURCES
COLUMBIA UNIVERSITY
NEW YORK, N.Y. 10027

April 27, 1966

Mr. Paul Anthony
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.,
Atlanta, Georgia 30303

Dear Paul:

Thanks for your letter of the 25th.

I surely did not anticipate any fees, but they are always welcome. What I wanted to know was whether you were going to make use of it and apparently you are.

Sincerely,

Eli Ginzberg

File Columbia Univ.

January 23, 1967

Mr. Eli Ginzberg
Conservation of Human Resources
Columbia University
New York, New York 10027

Dear Eli:

Delighted you are being published again and, of course, you have our permission to reprint your article which appeared in the Spring issue 1966 of New South.

Warmest regards.

Sincerely,

Paul Anthony
Executive Director

PA/km

CONSERVATION OF HUMAN RESOURCES
COLUMBIA UNIVERSITY
NEW YORK, N.Y. 10027

January 16, 1967

Mr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Paul:

Just a line to say that McGraw-Hill is planning to bring out a volume of mine entitled: Manpower Agenda for America. I have revised the piece which you ran in the New South in the Spring issue 1966. This note is to request permission to reprint it.

Sincerely,

Eli

Eli Ginzberg

File
Columbia Univ.

May 11, 1967

Mr. Eli Ginzberg
Director
Conservation of Human Resources
Columbia University
New York, New York 10027

Dear Eli:

Please forgive me this long delay in thanking you for the copy of your report and for giving us a crack at your remarks at Georgia.

Part of the reason for the delay is that the paper was shared by our two editors here (and in this case since we pay them to edit, they did).

Your summary came back with the following comment:

> "For the audience that heard it, Dr. Ginzberg's remarks were very likely not only well organized and pertinent, but new. Our audience is somewhat more advanced and I think would find this to be a good summary of important points,

but not new. For our audience it is also too general. Should Dr. Ginzberg be willing to develop his thoughts into an article, we would be delighted to be able to publish it."

I agree with the above, especially since as always we would be delighted to be able to publish Eli Ginzberg.

Some of these times when you are in or near Atlanta do plan to come by and visit with us.

With warmest regards,

Sincerely,

Paul Anthony
Executive Director

PA/mmj
Enclosure - 1. (Symposium Summary)

CONSERVATION OF HUMAN RESOURCES
COLUMBIA UNIVERSITY
NEW YORK, N.Y. 10027

ELI GINZBERG, DIRECTOR

April 4, 1967

Mr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Paul:

I participated some time ago in a symposium in Athens, Georgia, on education and skill development in the South. I delivered both the opening and closing addresses. The other speakers were Felix Robb, and Maddox of North Carolina. The whole will be published by Phi Delta Kappa, which is an educational honor society.

My secretary, who is a good critic, thought that the material beginning on page two called, "The Summary," is an interesting piece in its own right. It struck me that you should have a look at it, from the point of view of possible publication in your magazine.

If you want to, I suggest you get in touch with Dr. W. R. Brown, Georgia Center for Continuing Education, University of Georgia, Athens.

So that you can keep up with what we are doing, I am enclosing a progress report.

Sincerely,

Eli

Eli Ginzberg

Enc. (2)

PA: I'm not really impressed with this for NEW SOUTH. Maybe for the audience that heard it, it says something new, but not, I think, to ours. I have the feeling that it wasn't thought out very clearly. In places there is a certain lazy kind of generalizing--much the same sort of thing that we found in his last speech-- that goes against the grain. If he would want to develop his thoughts in the form of an article that would be a different story.

BA

Rec'd 5/19/67

BAC
MS-file

CONSERVATION OF HUMAN RESOURCES
COLUMBIA UNIVERSITY
NEW YORK, N.Y. 10027

ELI GINZBERG, DIRECTOR

File
Univ - Columbia

May 17, 1967

Mr. Paul Anthony
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Paul:

Thanks for your letter of May 11th. I think you have good editors. I agree with them.

I appreciate your offer to write an article but I am head over heels finishing books and had better stay with them for the time being. But I am glad to know that I have a potential readership in the South.

I saw our mutual friend Bill Foster in Madison last week.

Sincerely,

Eli Ginzberg

file
Columbia Upper...

April 22, 1968

Mr. Eli Ginzberg
Director
Conservation of Human Resources
Columbia University
New York, New York 10027

Dear Eli:

If ever I make a speech on this business of white reassessment I will certainly share it with you. But, I am not at all sure that I will ever be so bold or so foolish as to do so.

Prior to the King assassination I was becoming very depressed and very discouraged. It seemed to me that we were rapidly getting to a point where universally Negroes were bitterly, and most unstandably, disillusioned. It appeared that they were turning inward while at the same time whites, almost universally, were not only losing interest in developing a decent society, but were rapidly developing a determination not to do so. Certainly, there was little of a non-violent philosophy around and brotherhood and brotherly love were becoming dirty words.

During the march on the day of Dr. King's funeral, perhaps just for that day only, I sensed a spirit of togetherness which prevailed during the old civil rights movement days, and which I have not sensed for some five years now. While trying not to exaggerate this feeling, and recognizing that such a spirit might be very short-lived, I nevertheless could not help being deeply affected by it. It was akin to a religious experience, and was very important for an aging, tired, white, race-mixer.

Albeit, I felt many whites, including some in positions of responsibility, were shocked and affected by the assassination and by the funeral. And, I have seen some sign of a reassessment. To some degree it has been seen in some of the southern press, and some of our major conservatively-oriented businesses here in Atlanta have at least agreed to talk about support to ghetto programs in terms which I would have felt inconceivable several weeks ago.

Perhaps in my earlier letter I overstated this reassessment. Certainly, the evidence is sparce and may dwindle away. Nevertheless, it does seem to exist and I think it is the best hope we have at the present time.

Warm regards.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

CONSERVATION OF HUMAN RESOURCES
COLUMBIA UNIVERSITY
NEW YORK, N.Y. 10027

ELI GINZBERG, DIRECTOR

April 17, 1968

Mr. Paul Anthony
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Paul:

I am sure that you have other things to do than to expand on the second paragraph of your letter of April 12th. However, I would greatly appreciate it if you would elaborate just a bit on what may happen if you are correct in sensing that the white community is reassessing its position. I would like to believe that this might be going on, but I am by no means sure that it is, and what is more, I am not clear what such a reassessment would lead to in terms of specific types of action.

I really don't want you to write me a letter, but I assume that you will make a speech in the near future. Spelling all this out, what I am really asking for is to be put on your mailing list for that speech.

Sincerely,

Eli Ginzberg

November 4, 1968

Professor Eli Ginzberg
Conservation on Human Resources
Columbia University
New York, New York

Dear Eli:

Your request is being passed on to our Research Department. It will do anything possible to help you.

Best.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

# CROSS REFERENCE SHEET

NAME OR SUBJECT:

Prof. Johnan Galtung (Columbia University)

REGARDING:

Original and green copy from & to
(FBR)

(SEE)
NAME OR SUBJECT:

LWD research files.

July 21, 1961

Professor Eli Ginzberg
Conservation of Human Resources
Columbia University
New York 27, New York

Dear Professor Ginzberg:

I was very glad to receive your letter. By coincidence, November 8 and 9 are the dates of our Annual Meeting which will begin about 10:00 a.m. the morning of the 8th and run through lunch on the 9th. As we shall be meeting out at Atlanta University, I hope there will be an opportunity for you to look in. I will be delighted to have you and Mrs Ginzberg for dinner on November 9; moreover, I am sure the members of the Board would be pleased to have you join us for the annual dinner on November 8.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/sm

I.M. ff
SM-file

CONSERVATION OF HUMAN RESOURCES
COLUMBIA UNIVERSITY
NEW YORK 27, N. Y.

ELI GINZBERG, DIRECTOR

July 18, 1961

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Mr. Dunbar:

I have been more out of the city than in, which explains why I have not yet answered your letter of June 19th.

I want to thank you very much indeed for the big package of materials which you forwarded to me in the country. I have just about finished reading through all of them and I want you to know that they maintained a level of significant information simply presented that I have seldom found in any similar batch of materials.

I too look forward to spending an evening with you during my visit to Atlanta. It seems a little early, but I wonder whether Wednesday, November, 8th is possible? The 9th would be an alternative. My wife will be coming with me to Atlanta.

Please let me hear from you at your convenience, and please do send along any new materials which the Council may prepare between now and the time of my November lectures.

Sincerely,

Eli Ginzberg

EG:ab

CONSERVATION OF HUMAN RESOURCES
COLUMBIA ~~UNIVERSITY~~ mo
NEW YORK 27, N. Y.

ELI GINZBERG, DIRECTOR

July 31, 1961

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta 3, Georgia.

Dear Mr. Dunbar:

Thank you so much for your letter of July 21st and for your invitation to Mrs. Ginzberg and myself for dinner on November 9th.

I am almost certain that this will work out although I realize that I have not yet had final word from the Morris Brown people as to their final scheduling of my lectures.

I also appreciate very much your invitation to dinner for the 8th at which time your board is meeting but I had better leave that in abeyance until my own arrangements firm up.

I feel sure that the Morris Brown people will for their own reasons be in touch with you about my forthcoming lectures and will most probably extend an invitation to the members of your board to attend one or more of them.

Sincerely,

Eli Ginzberg S.L.

sl

Eli Ginzberg (dictated)

March 17, 1965

Mr. Eli Ginzberg
Director
Conservation of Human Resources
Columbia University
New York 27, New York

Dear Eli:

Margaret Long showed me your letter of March 8. I think Maggie did a tremendous job in reading all those books, and I really can't blame her for missing a couple. I am sorry she didn't get to yours in time but, if you noticed, the issue was late enough going out as it was. (Frank Smith's book was left out also, and he is one of my board members.)

I have been meaning to write to you for sometime, ever since I finished your book shortly after New Year's. I think it was a very good book, a most impressive job. I particularly liked the analytical sections of it.

Best wishes to you and Ruth.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:slw

CONSERVATION OF HUMAN RESOURCES
COLUMBIA UNIVERSITY
NEW YORK 27, N. Y.

ELI GINZBERG, DIRECTOR

March 8, 1965

Miss Margaret Long
Editor - New South
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Miss Long:

I read your interesting and very incisive review of "The Book Explosion of 1964" in the December issue of New South. I am not very sensitive, but I wonder whether you have seen our new book, The Troublesome Presence: American Democracy and the Negro, Free Press, which came out in September? If you had a chance to read it, I would appreciate learning from you how you responded to it, in light of your extensive reading in this area.

Please give my regards to my good friend, Leslie.

Sincerely,

Eli Ginzberg

Rec'd 3/29/65

CONSERVATION OF HUMAN RESOURCES
COLUMBIA UNIVERSITY
NEW YORK 27, N. Y.

MC
S.W. file

March 24, 1965

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Leslie:

I am just back from a short trip to Europe. I was very pleased to learn from your letter that you liked The Troublesome Presence. I have been in correspondence with Miss Long, and I am sure that only good will reigns all around.

I can imagine how much you have to do these days. I hope our paths will cross before too long, and I will be able to get a first-hand report.

Sincerely,

Eli Ginzberg

File - Chuck -
Cornell
(make folder as none is there)

August 27, 1965

Dr. John Summerskill
Vice-President of Student Affairs
Cornell University
New York, New York

Dear Dr. Summerskill:

Thank you very much for your letter of August 23, which I have read with appreciation. I thought after my remarks at the conference that I had probably appeared much too negative throughout them, and felt a little unhappy that this might have been so. That is the way of it sometimes when there isn't much prior notice. Actually, I have a great deal of belief in these cooperative agreements. I don't see how they can fail to be of mutual value if the participants can live with the frustrations and technical differences that must be severe in the first years. I found the conference of genuine interest, though it was annoying that a couple of the people there, including Office of Education people, seemed to wish to re-direct the discussions whenever they became frank.

Incidentally, my graduate degrees are from Cornell (Government). I had intended not to get away nor to allow you to get away before telling you, as a Cornellian, how happy I am

that Cornell is participating in a cooperative agreement. But that endless, last talk after the luncheon utterly destroyed me.

As Dr. Colston mentioned, I am leaving here in a month or so to go to the Field Foundation, whose address is 250 Park Avenue. I hope that sometime we may see each other.

Sincerely yours,

Keslie W. Dunbar
Executive Director

LWD/mmj

John Summerskill, Director
Sloan Institute of Hospital
Administration
Cornell University

Summer Address:
Apt. 6A, Phipps House
445 E. 68th St., N. Y. C.
Telephone: YU 8-7783

Rec'd 8/25/65

August 23, 1965

Dear Dr. Rumbar -

Your summary discussion at the Morehouse conference seemed to me most thoughtful. I very much agreed with your point that the values & structure of "the established universities" must change to meet society's needs of the '60s & '70s.

I do hope you realize what a gigantic task this is, even at a fairly liberal place like Cornell. It has taken our committee a year of hard work to get

some of the faculty & staff tenuously engaged in some dialogue with people at Hampton. I believe, in fact, that we will make a substantive contribution at Hampton but it will take 2 to 3 years to show progress. It is tough sledding; I can say with some direct knowledge.

This is why I also agree with you that Negro colleges must also turn to Southern colleagues — and vice-versa.

In brief, I think we are perhaps two years away from answering the "hard questions" and much encouragement is needed if we are going to achieve clearly positive improvements in the education of Negroes, North & South.

— John Summerskill

Duke University

December 3, 1956

(Dictated November 28)

Mr. Arthur C. Thomas
1002½ East Trinity Avenue
Durham, North Carolina

Dear Mr. Thomas:

I am sorry I let your letter lie on my desk, but I plead recent travels.

We send you separately fifty copies of the February, 1956, New South. They are supposed to cost $10.00 plus postage. I will absorb the postage but if you have any way of causing $10.00 to come at us for the copies, we would be grateful.

My advice may seem queer but it is the best I have. You and some of your friends at Duke make it a practice systematically to meet and study with some Negro students, once a week or twice a week. Not for ten minutes but for a couple of hours. When this has gone forward for a year or so you are in position to go to the Deans and tell them you have found the association valuable and harmless and you want to continue it officially. Some hearts are so hard that they will not melt for the sun itself. But you can try!

Sincerely,

George S. Mitchell
Executive Director

GSM/eab
New South under separate cover 11/28/56

1002½ East Trinity Avenue
Durham, North Carolina
November 19, 1956

George Mitchell
Southern Regional Council
63 Auburn Avenue, N.E.
Atlanta 3, Georgia

RECEIVED NOV 20 1956

Dear Mr. Mitchell,

A reprint of the February 1956 issue of New South has reached me here at Duke Divinity School through my father-in-law, Paul Christopher. It is particularly pertinent to us as we of the student body are formulating plans by which we intend to influence the Board of Trustees of Duke University to terminate the present racially restrictive admissions regarding the Divinity School. Copies of this issue with the article concerning the Perkins School of Theology could be of invaluable help to us. Paul indicated that extra copies are available, free if only a few are needed. However fifty copies would not be too many for us so that if it is possible to obtain that many our Social Action Committee, of which I am chairman, would like to purchase them.

You might also be interested in learning something of the circumstances here at Duke. Last July the faculty of the Divinity School in an "unofficial" action passed the enclosed petition. It expressed their sentiment which had been a matter of record for seven years. The Dean of the Divinity School was seemingly reluctant to have this resolution made official. The President of Duke University did not bring it to a vote before the Board of Trustees.

This fall the student body again reaffirmed its desire to racially integrate the school. A request was also made to the Dean to discuss with the student body the relationship between the spirit of the General Conference of the Methodist Church, with which we are affiliated, and our admissions policy. This request was denied. When the President was approached with this same request he also refused. He further indicated that any action the student body might take would be detrimental.

Not only is there a general discontent within the Divinity School over the apparent lack of effective concern on the part of the university administrators but this attitude is increasingly evident in the undergraduate schools. Most persons see the integration of Duke as inevitable but there is dismay that university officials are taking no evident constructive preparatory steps to that end.

I would be glad to hear any personal views that you might have on our situation.

Sincerely,

Arthur C. Thomas

Arthur C. Thomas

We, the undersigned members of the faculty of the Duke University Divinity School, are conscious of our responsibility, in company with similar faculties elsewhere, for interpreting the Christian faith and its implications for every area of human life. In particular, we are convinced that our Lord recognized no barriers of race which are not wholly transcended within the community of faith, and that in this community there can be, as the Apostle Paul affirmed, "neither Jew nor Greek, . . . neither bond nor free" but only "one man in Christ Jesus."

In recognition of this truth, the major denominations of our country have issued pronouncements condemning segregation in principle and suggesting ways by which it may be overcome. The great majority of theological seminaries in the South as well as the North are now desegregated. In its General Conferences of 1948, 1952, and 1956, The Methodist Church, with which our own seminary is affiliated, called upon its related institutions to re-examine racial policies and practices in the light of the Christian gospel. Furthermore, at its most recent General Conference, it has recommended that segregation by any method or practice within the Church or related institutions be abolished with reasonable speed.

In view of the clear meaning and intent of the Christian gospel, to which our Churches bear increasing witness by word and deed, we are obliged to acknowledge, with deep trouble of spirit, that the admissions policy of our own institution does not accord with this aspect of the gospel as we understand and teach it. We therefore wish publicly to affirm what, for several years, has been a matter of official faculty minute, namely, our eagerness to admit suitably qualified applicants to regular course of theological study without restriction of race. We look hopefully and prayerfully to the proper authorities of the University for enabling action pursuant to this end.

(July 16, 1956)

Waldo Beach
Wm. H. Brownlee
John W. Carlton
Kenneth W. Clark
James T. Cleland
Robert E. Cushman
Russell L. Dicks
A. Durwood Foster
W. Arthur Kale
Creighton Lacy
James L. Price, Jr.
McMurry S. Richey
John J. Rudin, II
Thomas A. Schafer
H. Shelton Smith
W. F. Stinespring
A. J. Walton

This resolution has been released to the press.

File "D" Gen. Corresp.

January 2, 1964

Dr. Douglas M. Knight
President
Duke University
Durham, North Carolina

Dear Dr. Knight:

I thank you for your invitation of December 23 to attend the Regional Assembly on the Duke University campus, March 12 - 15. Unfortunately I already have a previous commitment for that time.

We are deeply interested in the topic. Our central program interest is in the area of what Secretary Rusk has called the chief burden to our foreign policies, and we are constantly attentive to the effect of southern racial problems on foreign opinion. We also receive and sponsor here a large number of foreign visitors sent to us by the State Department and other governmental agencies.

I would hope, therefore, that you might be able to invite another representative of the Council in my stead. Specifically, I would like to suggest Mr. Benjamin Muse of our staff. Mr. Muse spent some 20 years in the Foreign Service, is a former member of the Virginia Legislature, was for several years a regular columnist for the Washington Post on Virginia affairs, and has been a contributor to a number of periodicals. As a member

of our staff since 1959, he has trevelled the South discussing problems with southern leaders. He is the author of two books, and of a third, done under our sponsorship, now at the publishers (Viking Press). The subject of the book, which is a political history of ten years' reaction to the Brown v. Topeka decision in the South, might make Colonel Muse a specially valuable member of the conference. (Mr. Muse's address is P. O. Box 312, Manassas, Virginia.)

With best regards, and my felicitations to you as you begin the presidency of Duke University.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

B.C. B. Muse

Duke University
DURHAM
NORTH CAROLINA 27706

Office of the President

December 23, 1963

Dear Dr. Dunbar:

Duke University and The American Assembly are cooperating in a Regional Assembly on "Cultural Affairs and Foreign Relations," to be held on the campus of the University, March 12-15, 1964. Among the topics to be discussed are the purposes and objectives of international cultural programs, cultural exchanges with Communist countries, government organization for the most effective presentation of cultural programs, and the role of private organizations in overseas cultural affairs.

The Assembly will be made up of about 60 representatives in business, labor, government, agriculture, the professions and the press from the six-state region of the southeast.

Preparation for the Assembly consists of reading a volume of authoritative background papers used at an Arden House Assembly on the same subject in October, 1962. Participants will receive copies of the volume well before the opening of the Regional Assembly. At the close of their discussions, the participants will draw up a statement of findings and recommendations which will be printed and given wide circulation.

The Regional Assembly will convene for luncheon on Thursday, March 12 and continue through luncheon on Sunday, March 15. Participants are expected to remain for the entire Assembly and will be guests of the Regional Assembly for the duration of the session.

Participation in the Regional Assembly gives an opportunity to discuss a vital national issue and to perform a valuable public service in making recommendations for action thereon. I hope you will find it possible to participate.

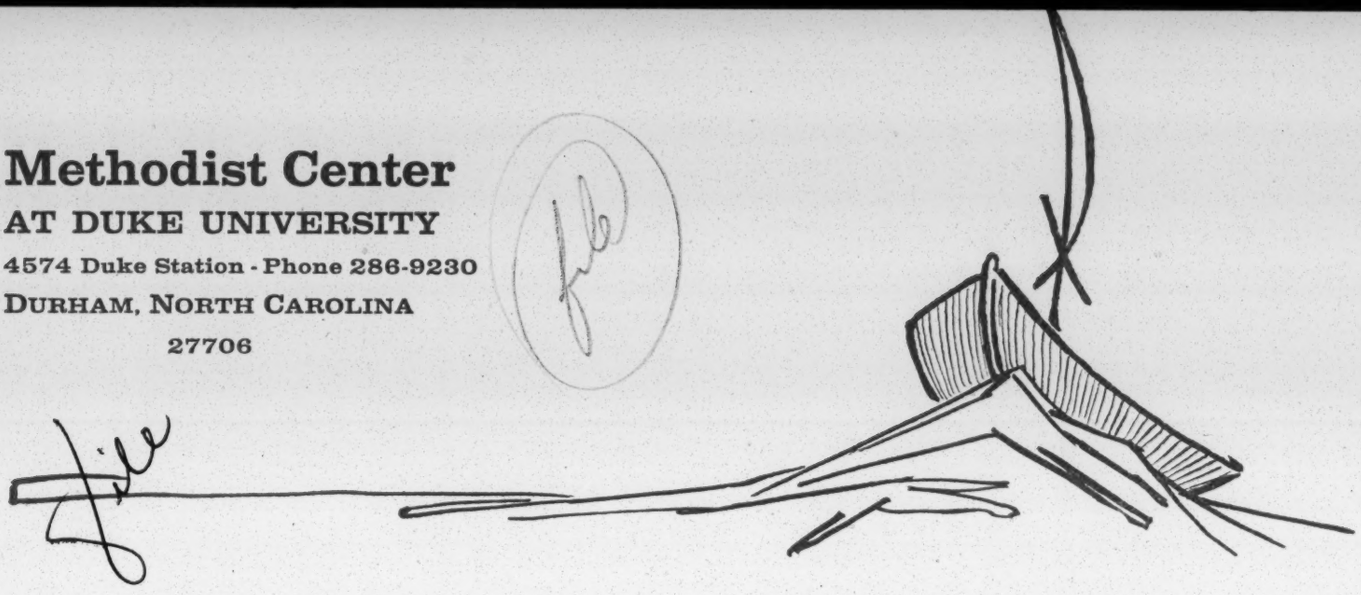
Sincerely yours,

Douglas Knight

Douglas M. Knight

Dr. Leslie Dunbar
Southern Regional Council
63 Auburn Avenue N. E.
Atlanta 3, Georgia

**Methodist Center**
**AT DUKE UNIVERSITY**
**4574 Duke Station - Phone 286-9230**
**DURHAM, NORTH CAROLINA**
**27706**



March 24, 1964

Mr. Leslie Dunbar
Southern Regional Council
5 Forsythe Street, N.W.
Atlanta, Georgia

Dear Mr. Dunbar:

I wrote to you in late January about a seminar our center was planning to bring to Atlanta on April 1-5, and about the possibility of making a visit to your office.

We have had to cancel the Seminar because too few students registered to make our coming worthwhile.

Thank you for inviting us to visit with the Southern Regional Council. I hope we can at some future time carry through with such a seminar.

Sincerely,

Cranford Johnson

Cranford Johnson
Assistant Chaplain

CJ:pj

*Staff:* JACKSON W. CARROLL, chaplain; CRANFORD JOHNSON, assistant chaplain; RICHARD HEITZENRATER, program assistant; PAMELA L. JONES, office secretary; NANCI WELDON, president, student council; MCMURRY RICHEY, chairman, campus-church board, CHARLES E. JORDAN, chairman, board of trustees.

See ~~Mailing List~~ Umrs - Duke

Note: J. Smith requested to place Cook on Comp. N.S. & Research List 6/28/67

June 28, 1967

Dr. Samuel DuBois Cook
Department of Political Science
Duke University
Durham, North Carolina

Dear Sam:

I am more than distressed to learn from Marvin Wall that you still are not receiving New South and other of our materials. Marvin is seeing to it that you get a complete set of New South, and I am trying again to place you on our regular mailing list.

Best.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

file

Duke University
DURHAM
NORTH CAROLINA

DEPARTMENT OF POLITICAL SCIENCE

POSTAL CODE 27706
TELEPHONE 919-684-8111

July 2, 1967

Dr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta, Georgia

Dear Paul:

When the Buddha himself gets distressed, the times must be, as the poet said, out of joint.

I appreciate verymmuch your placing my name--again--on the mailing list. True enough, there is no reason--earthly or heavenly--why my name should be on the regular mailing list. (I haven't put any money on the line). Am I covered by EOA?

Tell Marvin I received the back issues of New South, for which I am indeed grateful.

When will you get this way again?

All good wishes,

Sincerely yours,

Sam

Samuel DuBois Cook

See Duke Univ.

October 18, 1967

Mr. Samuel DuBois Cook
Department of Political Science
Duke University
Durham, North Carolina

Dear Sam:

It is a little disturbing to learn that one who is about to become one of my bosses enjoys intimidation, but then us "Saints" are resigned to suffer!

You protest you are not a decision maker but a laborer in the vineyard. While that wasn't the basis on which you were selected it is a refreshing thought! In fact, the world is filled with decision makers but damn few laborers!

Look forward to seeing you soon.

Sincerely,

Paul Anthony
Executive Director

PA/km

Duke University
DURHAM
NORTH CAROLINA

DEPARTMENT OF POLITICAL SCIENCE

POSTAL CODE 27706
TELEPHONE 919—684—8111

October 6, 1967

Dr. Paul Anthony, Executive Director
The Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Gerogia

Dear Doctor Paul:

Note that I did not say Saint Paul! Now, you must be given to understand that, while I can call you "doctor," you cannot reciprocate. I don't know why I love to intimidate you and Ralph McGill that way. Perhaps it's because I know the two of you don't like it.

I must say again how much I regret being unable to attend your meeting in September. But, in addition to the agony of moving, I came down with a cold--and colds do me "in." I look forward, however, to learning more from you of the meeting.

As to membership on the Council, I can only confess an element of puzzlement. I am only a laborer in the vineyard--not a "decision-maker" in the hierarchy of high level organizations like SRC. And, moreover, I, somehow, have the feeling that one of your vice-presidents is inclined to perish such a thought.

When you get to Durham, please come to see us.

Sylvia sends best and warmest regards,

All good wishes,

Sincerely yours,

Sam

file

YALE UNIVERSITY

OFFICE OF THE PROVOST
JOEL L. FLEISHMAN
*Associate Provost for*
*Urban Studies and Programs*

1984 YALE STATION
493 COLLEGE STREET
NEW HAVEN, CONNECTICUT 06520
AREA CODE 203—787-3131 EXT. 2962

May 5, 1969

Mr. Paul Anthony, Director
The Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Paul:

Do you know anything about this? What is your view?

I surely do look forward to seeing you one of these days. It has been too long!

I hope to see you again soon.

With all good wishes,

Cordially,

Joel

Joel L. Fleishman

JLF:smw

YALE UNIVERSITY

OFFICE OF THE PROVOST
JOEL L. FLEISHMAN
*Associate Provost for*
*Urban Studies and Programs*

1984 YALE STATION
493 COLLEGE STREET
NEW HAVEN, CONNECTICUT 06520
AREA CODE 203—787-3131 EXT. 2962

May 5, 1969

Mr. Thomas H. Naylor
Professor of Economics
Duke University
Durham, North Carolina 27706

Dear Mr. Naylor:

Thank you very much for your note of April 24, and for the enclosed information about the proposed organization.

I am very much in sympathy with the undertaking but wonder whether a new organization is necessary at this time. Why cannot the Southern Regional Council, for example, serve the same purpose and why ought not we to lend our efforts to strenghthening that organization as an instrument for the same ends? Please understand that I am not at all hostile to the notion you suggest, but I am trying merely to counteract in a small way the further subdivision of people who are all working toward the same ends. I am interested in your October meeting, and hope you will keep me posted on the progress you are making.

With warm regards,

Cordially,

Joel L. Fleishman

JLF:smw

bc: Mr. Paul Anthony ✓

Duke University
DURHAM
NORTH CAROLINA
27706

DEPARTMENT OF ECONOMICS

TELEPHONE 919—684-2723

April 24, 1969

Mr. Joel Fleischman
Assistant to President
Yale University
New Haven, Connecticut

Dear Mr. Fleischman:

John Strange suggested that I write to you about an organization which is being formed to help legitimatize liberalism in the South. A brief description of the proposed organization is enclosed.

As you can see from the write-up, we are planning an organization meeting in October and hope that you will be able to attend. Willie Morris and Hodding Carter, III will be among the featured speakers.

We would welcome your comments and criticisms on the proposed organization. Your suggestions will be incorporated into a final proposal to be presented to those who attend the October meeting.

If you are interested in the organization, would you be willing to send me the names of some other people who might also be interested?

Since we are not personally acquainted, I am enclosing a copy of my vita. I am a native of Jackson, Mississippi. Since moving to North Carolina five years ago, I have been active in the Democratic Party where I have held various offices. At the present time I am an advisor to North Carolina's Governor, Robert Scott.

Sincerely,

Thomas H. Naylor
Professor of Economics

THN:ssg

# A Proposed Organization

Name: To be decided by members

Rationale: As originally conceived, the purpose of this organization would be to harness Southern talent and regional pride to the vehicle of constructive liberal political, social, and economic change. We believe that the South has great potential which has often gone undeveloped partially because the accepted Southern "image" in the minds of Southerners and others is one characterized by conservatism, gradualism, and traditionalism. This image has been especially pernicious since it has served the dual purposes of a defensive bastion for the conservatives and a road block to the liberals. Change has often been opposed merely because it was not the "Southern way" and those who might have attempted to bring it about have eschewed action or identification through fear of being characterized as different or outside the Southern tradition. Action, also has been retarded by the anticipation of failure.

We believe, however, that there are many positive elements in the Southern tradition and that there are not few but rather many who welcome constructive change. In fact, the South's greatest strengths can be its homogeneity, its pride, and its native political leadership. And, instead of being a road block, the South's homogeneity, pride, and native political talent can become positive motive forces. The problem is to redirect and reorient the South's strengths. We further believe that if moderate to liberal Southerners find that they are not alone -- that there are many throughout the region who feel as they do -- that they would be reinforced in their convictions and encouraged to act to bring about change.

Objectives:

1. To bring together young progressive Southern leaders to discuss means of bringing about liberal reforms in the South.
2. To define problems (economic, social, and political) and propose alternative solutions particularly in the areas of economic development, income distribution, race relations, employment, urban problems, poverty, housing, etc.
3. To encourage progressive, young Southerners to speak out on the more important socio-economic issues of the region.
4. To encourage liberals to enter politics in the South.
5. To assist in the development of specific social action programs thoughout the South. Examples might include, political education, low-income housing, legal assistance, consumer education, family planning clinics, Black entrepreneurship, and manpower training.
6. To provide an arena in which liberal candidates for public office can meet and possibly involve persons from outside their district or state.

Organizational Structure: The organization shall be non-profit and non-partisan. Membership shall be open to any Southerner who is sympathetic with the goals of the organization and who pays his annual membership fee. The organization shall consist of the following officers:

1. President (elected by membership)
2. Executive Secretary (elected by Board)
3. Treasurer (elected by membership)
4. Board of Directors (elected by membership for 3-year period)
5. Advisory Board (made up of well known Southern liberals and appointed by the Board of Directors)

The Executive Secretary shall be the only paid officer of the organization. He should also have a Secretary. The Board of Directors should be a working Board consisting of 10 to 12 people. The Advisory Board shall consist of 10 or 12 members whose names will bring prestiege to the organization.

Funding: Membership dues shall be charged according to the following scale:

1. Organization Member - $1,000 per year
2. Founding Member - $ 200 per year
3. Member - $ 25 per year
4. Student Member - $ 10 per year

Organization Meeting: An organization meeting will be held in October either in Atlanta or Durham, N.C. Speakers will include Hodiing Carter, III, Editor of The Delta Democratic Times of Greenville, Mississippi, and Willie Morris, Editor of Harper's Magazine.

EMORY UNIVERSITY
EMORY UNIVERSITY, GEORGIA

JOURNAL OF PUBLIC LAW
LAMAR SCHOOL OF LAW

November 5, 1953

Mr. Harold C. Fleming
Director of Information
Southern Regional Council, Inc.
Wesley Memorial Building
Atlanta, Georgia

Dear Mr. Fleming:

Following our telephone conversation of yesterday, I thought you might like more details about our tentative projects in advance of the Tuesday meeting with John Griffin.

One proposal which we are pretty definite about is this: to print a round table in the Journal of Public Law dealing with the effect which the decision will have on the South and nation, to be published as soon after the decision comes down as convenient. The attached sheets list in rough draft form some of the ideas we have for discussion by various people in such a round table. Our immediate problem in this connection is to get these loose ideas in usuable, more precise form, eliminating the ones which are not pertinent, and then to secure the best possible people to write thereon. Some consolidation of the listed items will be proper; other items will require only brief treatment; a few merit the broadest kind of treatment, for example, Nos. 1, 11, 12, 13, 20, and perhaps some of the others. I have had some discussion already with Morris Abram and Ernst Swanson. Your counsel regarding the precise subjects to be treated and the best men to do them will be of great value to us. One of the important things is to get the prospective writers lined up now so that they can be thinking about what they will write and, thus, can begin to write just as soon as the actual decision comes down.

The second proposal is one originally made by John Griffin, his idea being that such a project is worth serious consideration (and I agree). This is to publish a special issue of the Journal of Public Law shortly after the Ford Report, or the first volume thereof, appears, such special issue to be a sort of synthesis of the Report. The contributors to this special issue would be made up of the same men who worked on the Report, and, thus, they would use the data and materials gathered for the Report for this special contribution. Probably such issue should

go beyond a mere synthesis, and it is in this respect that we particularly need advice. Thus, would such a special issue be a significant contribution, and if so, what should the issue contain? These two questions are the main ones we want to discuss Tuesday morning.

Neither of the two proposed projects will be worthwhile unless we can make them topnotch--meaning top men writing in an authorative, considered manner. Every journal in the country will have something to say on the matter, and much of what is said will be mere "pot boilers". Our desire is to present a first rate discussion. I have had some correspondence with a number of leaders, and indications are that we can do a real good job.

Perhaps I should mention something about the Journal of Public Law since I am not certain that you are familiar with its operation. Our subscription list includes institutions and people in better than 42 states and in eight foreign countries; our readers as you can see by the title are lawyers, law teachers, judges, political scientists, economists, and men in public life. In addition to the subscription list, we generally have a rather wide special distribution on each issue.

I am looking forward to seeing you, and I will greatly appreciate your counsel and advice.

Yours sincerely,

Thomas W. Christopher

Thomas W. Christopher
Director, Bureau of Legal Research

TWC:eb

Enc.

EMORY UNIVERSITY
EMORY UNIVERSITY, GEORGIA

JOURNAL OF PUBLIC LAW
LAMAR SCHOOL OF LAW

December 8, 1953

RECEIVED
DEC 10
Southern Regional Council

Mr. Harold C. Fleming
Director of Information
Southern Regional Council, Inc.
Wesley Memorial Building
Atlanta, Georgia

Dear Mr. Fleming:

Please find enclosed a copy of the tentative plans for our symposium on the segregation cases, which plans are still subject to suggestion and modification. You will see your own work interwoven in these plans, and I am extremely grateful for the cooperation you have given us. Following our conversation in your office some days ago, I mentioned to John Griffin the possibility of his working with you on item No. 7, and he was pleased with the suggestion. I suggest that you go ahead in the development of this article and that you and John work it out as you think best. You can let length take care of itself, and then if necessary, we can use the scissors later on.

We will want to come out with the issue as soon after the decision has come down as can be, and since there is no way of telling when the thing will come down, it probably would be wise to assume an early rendition. So, I believe it would be well to have the manuscript in pretty good shape by the last of January, subject to quick changes after the case is decided. In this manner, we will be able to go to press in short order.

Present indications are that we will have a notable symposium and that the issue will be a real contribution in this troubled field. I shall appreciate your continued suggestions and assistance in bringing all this to pass.

Yours sincerely,

Thomas W. Christopher

Thomas W. Christopher
Faculty Adviser

TWC:abc
Enc.

RECEIVED
MAR 25 1954
Southern Regional Council

JOURNAL OF PUBLIC LAW
LAMAR SCHOOL OF LAW

EMORY UNIVERSITY
EMORY UNIVERSITY, GEORGIA

Speech project file - see me

March 23, 1954

Mr. Harold C. Fleming
Director of Information
Southern Regional Council, Inc.
Wesley Memorial Building
Atlanta, Georgia

Dear Mr. Fleming:

The time is upon us when we must begin to put together the symposium for the Journal of Public Law on the school segregation cases. Some of the articles are already in, and I am hopeful that most of the others can be gotten ready right away. I would be glad if you and John could get your pieces down on paper just as soon as you conveniently can.

The issue looks real promising! I think it will be widely read over the country and the world, and, more important, will be referred to for many years to come. We have managed to get the men we wanted to write, and if these men live up to their reputation, we will have a star spangled issue.

Yours sincerely,

Thomas W. Christopher

Thomas W. Christopher

TWC:abc

See letter to
Stewart - Same
Date

June 21, 1954

Dean H. B. Trimble
Candle School of Theology
Emory University
Emory University, Georgia

Dear Dean Trimble:

Everyone is grateful to you for these years of toil and achievement in bringing higher moral purpose to the people of the South. It is just your combination of skill patiently applied and principle clearly held to which gets us furthest in all our problems, public and private.

Appreciatively,

George S. Mitchell
Executive Director

GSM/

June 21, 1954

Mr. G. Ross Freeman
Emory University
Emory University, Georgia

Dear Mr. Freeman:

Here's a note for Dean Trimble's book.

Sincerely,

George S. Mitchell
Executive Director

GSM/

Encl.

EMORY UNIVERSITY
EMORY UNIVERSITY, GEORGIA

Town and Country School

June 9, 1954

To Participants in
The Town and Country School
at Emory University
1944 - 1954

Greetings:

As you know this outstanding school for rural church workers is primarily the result of the vision and resourcefulness of Dr. H. B. Trimble, Dean Emeritus, Candler School of Theology.

A special SPONSOR'S BANQUET has been arranged this summer for Friday night, July sixteenth, at which we want to surprise Dr. Trimble with the attendance of several people who shared with him in developing the plans. As a feature of the evening we want to present him with a "Book of Appreciation" in which there will be letters from those who have participated in the school.

These expressions will need to be in my office by June twenty-fifth so that we can have them attractively bound. If you would like to write a personal note of appreciation for his leadership and the school, we will be happy to include it.

With sincere good wishes for your contribution to the Kingdom, I am

Cordially,

G Ross Freeman

G. ROSS FREEMAN,
Director

EMORY UNIVERSITY
EMORY UNIVERSITY, GEORGIA

JOURNAL OF PUBLIC LAW
LAMAR SCHOOL OF LAW

July 9, 1954

RECEIVED
Southern Regional Council

Mr. George S. Mitchell, Director
Southern Regional Council
Wesley Memorial Building
63 Auburn Avenue, N. E.
Atlanta, Georgia

Dear Mr. Mitchell:

It is already a truism that the Supreme Court decision in the Segregation Cases is the most important decision in its field in 100 years.

Equally true is the fact that the hard work is yet to be accomplished -- that of translating the decision into operational reality. Integration of the schools there must be, but the tough questions of how and how soon are yet to be answered.

The decision did not, of course, solve all the problems; rather, it raised a host of new ones, some of which are of extreme complexity. These problems may be among the most important facing our country today.

The next issue of the Journal of Public Law, published by the Emory University School of Law, will be largely devoted to a discussion of the problems of integration of the schools. As can be seen from the enclosed tentative table of contents, the emphasis will not be on the legal technicalities involved (we recognize that they are of secondary importance); rather, concentration is placed on the sociological, economic, and similar factors which together make up the new problems raised by the Supreme Court's decision. Written by recognized authorities in their respective fields, these articles are the result of long reflection and much research; they are not hasty improvisations. They will be, both individually and collectively, outstanding contributions to this major area of national concern. Decision-makers, wherever located, will find them of great value.

Together with Frank Ashmore's The Negro and the Schools (which supplements but does not overlap the symposium),

the articles are the definitive statements in their field. Members of your organization will find it necessary to refer to these articles often. They are the first efforts of a serious and scholarly nature to be published since the epoch-making decision.

We are planning to reprint these articles in a separate volume -- paperbound and selling for $1.00 per copy. Publication date will be approximately August 1, 1954.

Orders for the reprints may be made to: Journal of Public Law, Law School, Emory University, Georgia.

Sincerely yours,

Arthur S. Miller
Faculty Advisor

ASM:cn
Encl.

JOURNAL OF PUBLIC LAW

TENTATIVE TABLE OF CONTENTS, VOL. 3, NO. 1

SEGREGATION IN THE PUBLIC SCHOOLS -- A SYMPOSIUM


I. An approach to Diagnosis and Direction of the Problem of Negro Segregation in the Public Schools of the South
-- Howard W. Odum

II. The Concept of Equality in a Democratic Society: A Round Table

A. Social Change, Social Status, and the Law: A Sociological Review
-- Rupert B. Vance

B. "Equal" and "Equality"
-- Ernst W. Swanson

C. Equality Versus Identity
-- John Temple Graves

D. Equality of Access to the Basic Social Institutions of Society as a Goal of the Democratic State
-- Kenneth S. Carlston

E. On Defining the Word "Equality"
-- Reprint from The Ramparts We Guard

F. What about Equalitarianism?
-- Robert T. Roelofs

III. The South and the Issue
-- Reprint from The Negro and the Schools

IV. The School Segregation Decision: A Legal Analysis
-- Wylie Davis

V. The School Segregation Decision -- Practical Problems: A Round Table

A. Biracial School Problems
-- Truman M. Pierce

B. Population Facts Affecting Education in the South
-- John M. Maclachlan

C. Some Economic Effects of the Supreme Court Decision
-- Ernst W. Swanson

D. The Supreme Court Decision and the Separation of Races for School Purposes
-- W. E. Gauerke

VI. Impact of the Supreme Court Decision on Communities of the South
-- Mozell Hill

VII. Equality as a Principle in German and Swiss Constitutional Law
-- Gerhard Leibholz

APPENDIX -- The Status of Segregation in Schools at the Time of the Enactment of the Fourteenth Amendment

July 23, 1954

Journal of Public Law
Law School
Emory University,
Georgia

Gentlemen:

Please enter our order for 12 copies of the projected reprint of your articles on the Supreme Court's decision. Kindly bill us at the time the order is filled.

You may be interested to know that we have listed this issue of the Journal of Public Law as recommended reading in our pamphlet, just out, entitled Answers for Action: Schools in the South. I hope this results in further orders

Sincerely yours,

Harold C. Fleming
Assistant Director

HCF/eab

# INSTITUTE OF CITIZENSHIP

FOUNDED IN 1928

EMORY UNIVERSITY, GEORGIA

CULLEN B. GOSNELL,
*Director*

EXECUTIVE COMMITTEE
E. C. COLWELL,
*Chairman*
JOHN A. GRIFFIN,
*Secretary*
BRADFORD ANSLEY
EARL BREWER
JOHN H. GOFF
CULLEN B. GOSNELL
CHARLES D. HOUNSHELL
WILLIAM M. HEPBURN
JOSEPH J. MATHEWS
HOWARD M. PHILLIPS

September 29, 1954

Mr. Harold Fleming
Southern Regional Council
63 Auburn Avenue, N.E.
Atlanta, Georgia

Dear Mr. Fleming:

I wish to invite you to be a delegate representing Atlanta for the Institute of Citizenship to be held at Emory on October 25, 26, 27, and 28. The focus of these meetings will be on building understanding for world affairs. After the session in October the Institute will offer certain consultative services to local communities in connection with their own local programs. A brief session of a couple of days is scheduled for April 18, 19, and 20, as a sort of round-up of the activities of the year. We hope to have you participate in both sessions.

Would you please indicate on the enclosed form your acceptance of our invitation to represent Atlanta. We enclose a general memorandum and a copy of the tentative program for the fall session.

Again let me say how very pleased we are at the prospect of having you at Emory.

Sincerely,

John A.

John A. Griffin
Secretary

JAG:te
Enclosure

Information Letter Number 1 August 20, 1954

# THE 1954-55 INSTITUTE OF CITIZENSHIP

## Purpose:

The '54-'55 Institute will have as its central theme Education for World Affairs. In the fall session—and in another in the spring—pressing problems of international affairs will be considered. There will be a major emphasis on how local communities can plan and carry through programs aimed at building understanding of world affairs in their own communities. Community leaders will participate in sessions with faculty and staff members of the University and with a number of outstanding visitors in the field of world affairs and American foreign policy, as well as specialists in building community programs.

As these leaders from the selected Georgia communities return to their homes and as they plan local programs in world affairs, the Institute is prepared to offer to them and to their communities certain assistance in the form of consultants who can come in when needed to help local committees in planning and carrying out programs in this field. These services will be offered to the communities by the Institute without any cost to the local community.

## Time and Place:

The sessions of the Institute will be on October 25, 26, 27, and 28—a three-and-a-half day session beginning on Monday morning and continuing through Thursday noon. There will be a second session April 18, 19, and 20—a two-and-a-half day session. It is hoped that delegates will attend both sessions. In the interim period the consultative service will be available to local communities.

## Participants:

About 30 Georgia communities have been asked to select delegates to attend the Institute. In general, the delegates from each community will number from two to six, and the total number of participants will be between 100 and 125.

The staff for the Institute is drawn from the regular faculty of the University, and in addition there will be a number of specialists in the various fields with which the Institute is concerned. There will also be several distinguished speakers who will address the night sessions of the Institute.

## Local Advisory Committees:

In all of the communities which have been invited to participate, local advisory committees have been formed. These committees have assisted in the selection of delegates and in the determination of how the scholarship money should be distributed. These committees, along with the delegates, may wish to continue to function in planning local world affairs programs.

THE 1954-55 INSTITUTE OF CITIZENSHIP

Expenses:

The general expenses in connection with the Institute are being handled largely from University funds and from grants made to the University for the Institute.

The cost to the individual delegates will include cost of transportation to and from Atlanta, room and board during the sessions, and the registration fee of $5.00. Board costs are estimated at $2.50 per day, and room costs from $2 to $4.50 per day. Some of the delegates will be housed in the Alumni Memorial Building and in other University housing, and some will be housed in hotels located near the campus. Meals will be served at the Emory University cafeteria.

Scholarships:

Through grants made to it, the Institute is able to offer the equivalent of two scholarships (for each session) to each of the participating communities. These scholarships are based on the costs of the items outlined above--transportation (public transportation or private automobile at six cent per mile), room and board, and registration fee.

The local advisory committees in some communities may wish to assign the two scholarships to two delegates, or it may be decided to distribute the scholarship money equally among several delegates. In the latter case each delegate would have a part of his expenses paid and would pay a part himself.

EMORY UNIVERSITY INSTITUTE OF CITIZENSHIP

Delegate Information

We would appreciate it if you would complete and return the enclosed form at your earliest convenience. We thought it might be helpful if we could furnish all delegates to the Institute meetings with a list of delegates and some information concerning them.

Name: _____ Age: _____

Address: _____

City You Represent: _____

Occupation: _____

Organizations (Civic groups, clubs, community organizations, etc. to which you belong)

_____

_____

Positions held in these organizations: _____

_____

Education: _____

Honors, Travel Experience: _____

_____

_____

INSTITUTE OF CITIZENSHIP, EMORY UNIVERSITY

1st CONFERENCE SESSIONS, OCT. 25-28

Theme of 1954-55 Institute: "Education for World Affairs"

Objectives of 1st Conference Sessions:

1. To gain an intensive overview of the world situation and American foreign policy today.

2. To examine the methods available for conducting a club and community-wide program for understanding world affairs.

Conference Plan:

1. Workshop discussion sessions on the problems, methods, and leadership of community education programs in the field of world affairs. Skilled consultants in various phases of community organization will be available.

2. Panel discussions on various phases of the world situation and existing U. S. foreign policy.

3. Addresses by distinguished leaders and specialists in the area of international affairs.

TENTATIVE CONFERENCE PROGRAM

Monday, October 25

9:00-9:30--Preliminary session

9:30-12:00--First session of workshop discussion groups

2:00-3:30--Panel: "Foreign Policy, the Next Year"

Dr. John Nason, President, American Foreign Policy Association
Dr. Charles O. Lerche, Associate Professor of Political Science, Emory University
Dr. Charles D. Hounshell, Assistant Professor of Political Science, Emory University

8:15--Lecture: "Foreign Policy and the American Citizen"

Dr. John Nason

Tuesday, October 26

9:00-12:00--Second session of workshop discussion groups

2:00-3:30--Panel: "Technical Assistance"

Dr. Mose Harvey, Chief, Division of Research for the U.S.S.R. and Eastern Europe, U. S. State Department
Mr. Ralph McGill, Editor, The Atlanta Constitution
Mr. Robert W. Brown, Editor, The Columbus Ledger

3:45--Film Demonstration

Mr. Charles Bushong, Film Director, Foreign Policy Association

8:15--Lecture: "The Middle East Today"

Mr. George McGhee, formerly Assistant Secretary of State for Middle Eastern Affairs, Ambassador to Turkey, and Co-ordinator of the Greek-Turkish Aid Program

Wednesday, October 27

9:00-12:00--Third session of workshop discussion groups

2:00-3:30--Panel: "World Trade Policy"

Dr. John Goff, Professor of Business Administration, Emory University
Mr. Marion J. Rice, Associate Director, Savannah Chamber of Commerce
Mr. John Correll, Business Specialist with the Atlanta Office of the Department of Commerce

3:45-5:00--Panel: "The UN and Charter Revision"

Dr. Mose Harvey
Mr. Robert Sommerville, President, Atlanta Transit Company; formerly with the London News and Chronicle

8:30--Lecture: (Speaker not yet definite)

Thursday, October 28

9:00-12:00--Fourth session of workshop discussion groups

12:00--Adjournment of Institute

EMORY UNIVERSITY
EMORY UNIVERSITY, GEORGIA

JOURNAL OF PUBLIC LAW
LAMAR SCHOOL OF LAW

October 8, 1954

Mr. Harold Fleming
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta, Georgia

Dear Mr. Fleming:

Following up the recent publication of the school segregation issue of the Journal of Public Law, we are having our usual banquet for the staff and for those on the outside who assisted us in putting the issue out. The banquet is to be held on Thursday, October 14 at 6 p.m. in the Alumni Memorial Building.

We extend to you a cordial invitation to be our guest on this occasion, and we very much hope you will be able to attend.

Yours sincerely,

Thomas W. Christopher

Thomas W. Christopher

TWC:abc

R.S.VP.

Information Letter Number 2 October 19, 1954

THE 1954-55 INSTITUTE OF CITIZENSHIP

EMORY UNIVERSITY

We are most pleased that you will be able to attend the first conference of this year's Institute next week. We look forward to meeting you and having you here at Emory. We believe that a useful and interesting program has been arranged. The third evening speaker has been selected, and will be Mr. Robert Aura Smith, editorial writer of the New York Times. Author, lecturer, and commentator on foreign affairs, Mr. Smith was formerly Chief of the Training Division of the Office of War Information, and commentator on Far Eastern Affairs for the "Voice of America." He has just returned from a comprehensive survey trip through the Far East.

There have been some other minor program changes. The final, official conference program will be in the kit of materials you will receive Monday. As a final word, may we call the following details to your attention:

1. The conference will get under way at 9:00 A.M. Monday Morning, October 25, and will adjourn promptly at noon Thursday, October 28. Conference headquarters will be in the Church School Building on North Decatur Road, directly behind the Glenn Memorial Church.

2. The Registration Desk will be in the lobby on the basement level of the Church School Building, near the Assembly Room where the first meeting will be held, and will be open at 8:00 A.M. Monday morning.

3. We have secured special hotel rates from the Candler Hotel in Decatur. Single rooms there will be $4.00 and double rooms $3.00. Those housed in the Alumni Memorial Building will pay $3.50 for double and $5.00 for single rooms. There will be dormitory accomodations available for men at $1.00. We apologize for neglecting to mention earlier that the dormitory is for men only.

We are processing your housing needs as rapidly as we can. Please let us know immediately if you have not sent in your reservations for housing.

4. Anyone coming to Atlanta Sunday or early Monday morning should call John A. Griffin, Dearborn 5063, should any special problems arise.

5. All delegates will be expected to handle their own expenses. Those attending on a scholarship basis will submit expense accounts as they leave, and the scholarship funds will be channeled through the delegation chairmen. There will be a $5.00 registration fee for each delegate.

6. Some of you are planning to miss some of the conference sessions. While it is highly important that you attend full-time, we understand of course that this is impossible in some cases. If you miss any sessions, you are urged not to miss the morning workshop discussions.

7. We hope you have had an opportunity to read the material in the discussion kit that most of you have received. It should prove useful in preparation for the conference.

Roll of Delegates
Emory Institute of Citizenship
(As of October 13, 1954)

Americus

Pace, Stephen:

Athens

Chance, Mrs. Claude: Division of Community Services, University of Georgia; A.B. and M.A. University of Georgia; active member A.A.U.W., Athen's Woman's Club, Clarke County Unit American Cancer Society, Woman's Auxiliary Emanuel Episcopal Church.

Gay, Milton C.: U. S. Department of Agriculture, retired; BSA U. of Georgia; President Georgia Grain Growers Association; active member Athens Kiwanis Club, Elks, Georgia Farm Bureau.

Mendenhall, Mrs. F. H.: Homemaker; A.B. University of North Carolina; Vice President and Board Member Y.W.C.A.; active member Regional Library Board, P.T.A., D.A.R., Athens Presbyterian Church.

Whitney, Col. Frederick W.: Colonel, A.U.S., retired; A.B. Harvard University; Past President Athens Lions Club; active member American Legion, Elks, Shrine; extensive travel in Far East.

Atlanta

Basham, Mrs. Don: Homemaker; B.A. Texas State College for Women; Member Provisional League of Women Voters of Cobb County; Editor League Bulletin; Member Springdale Civic Club, Lockheed P.T.A.; Den Mother Cub Scouts.

Boyte, Mrs. Harry G.: Homemaker; B.A . Denison University, M.S. Northwestern University; Member State Board League of Women V oters, Editor Around the Clock (news publication); member Atlanta Chapter American Red Cross; extensive travel in Europe.

Fleming, Harold: Associate Director Southern Regional Conference.

Jamison, Alma: Librarian; Ph.B. Emory University, graduate Emory Library School; Past President Atlanta Library Club; member Atlanta League of Women Voters, English Speaking Union, Georgia Library Association, Southeastern Library Association.

Latimer, Mrs. Claiborne: Homemaker; Ph.B. University of Chicago; President Atlanta Branch, A.A.U.W.; member Emory Women's Club.

Law, Mrs. Fleming: Homemaker; A.B. Agnes Scott College, graduate work Emory University; President DeKalb County League of Women Voters; V ice Chairman Metropolitan Voting Council; member B. & P.W. Club.

Mackay, James A.: Lawyer and State Representative; A.B., L.L.B. Emory University; President Family Service Society of Fulton and DeKalb counties; member Georgia and American Bar Associations, Atlanta Civitan Club.

Oberdorfer, Donald, Jr.: B.A. Woodrow Wilson School of Public and International Affairs; extensive travel experience in Southeast Asia: Korea, Japan, Thailand, Burma, India, Pakistan.

Pauley, Mrs. William C.: Homemaker; A.B. Agnes Scott College; President Georgia League of Women Voters; President DeKalb County League.

Steamer, Robert J.: Professor of Political Science, Oglethorpe University; A.B. Bucknell University, M.A. University of Virginia, Ph.D. Cornell University.

Augusta

Ridgely, Mrs. Mildred:

Ross, Mrs. Hugh: Homemaker and Retired Teacher; A.B. University of North Carolina; President League of Women Voters; Chairman Augusta Committee for U.N. Day; Vice President A.A.U.W.; member P.T.A., Church Auxiliary.

Brunswick

Booth, Mrs. Edwin:

Hammons, Mrs. Sarah:

Lissner, Mrs. Helen:

Pustan, M.L.:

Scouten, Mrs. Jo:

Carrolton

Pritchard, J. Carson:

Claxton ,

Varnadoe, Mrs. John A.: Formerly County Superintendent of Education of Evans County; President of the Claxton League of Women Voters.

Columbus

Brown, Robert: Editor of the Columbus Ledger; Nieman Fellow at Harvard University.

McNeill, the Rev. Robert: Minister, First Presbyterian Church, Columbus; A.B., B.D., M.A.; member Kiwanis Club, Mental Health Association, Family Service Bureau, Regional Board of Directors Boy Scouts of America.

Page, Mrs. Marion: A.B. Shorter College; leader in Women's Organization.

Wilson, the Rev. John: A.B. Emory University, Pastor of several churches including Midville, Americus; now Pastor of St. Paul's Methodist Church, Columbus.

Dalton

Gaines, Mrs. J.E.: Homemaker; A.B. Wesleyan College, M.S . University of Georgia; District President Methodist Women's Society of Christian Service; Past President Lesche Women's Club, Past President P.T.A., member D.A.R., League of Women Voters.

Ladd, Miss Anne: Juvenile Court Case Worker; B.F.A. University of Georgia, graduate work, Emory University; committee chairman B. & P. W. Club, member Pilot Club, Whitfield County Citizen's Council, Ladies Auxiliary Episcopal Church.

Stancil, Mrs. Walter: Teacher, retired; A.B. University of Georgia, graduate work University of Georgia, University of North Carolina, Columbia University; President Whitfield County P.T.A. Council; formerly Associate Editor of Clubwomen; President Whitfield County Council; member Federated Womens' Clubs, United Church Women, D.A.R., First Methodist Commission on Education.

Douglas

Bradley, Prof. E.R.: Professor of Social Science, South Georgia College; Veteran of World War II; Assistant in Political Science Army University, Shrivenham, England, 1945.

Fayetteville

Booth, Mrs. Cecil: Homemaker; educated in the public schools; member League of Women Voters, Fayetteville Methodist Church, Wesleyan Guild, Women's Civic Club, Music Club, P.T.A., Girl Scout Leader.

Gainesville

Hardy, Charles L.: Editor, The Gainesville News; A.B. University of Georgia; Member Board of Managers Georgia Press Association; member Gainesville Kiwanis Club; formerly state representative, member Board of Education, Gainesville Housing Authority.

Hardy, Mrs. Charles L.: Homemaker; A.B. Brenau College, additional graduate work; Vice President and board member Garden Club of Georgia, Hall County Scout Council; Board Member Atlanta Symphony Guild, Junior Service League; nationally accredited Flower Show Judge; attended Edette Macy Training School for Adults, Pleasantville, New York.

Pursell, Mrs. Howard: Director Chestatee Regional Library; A.B. Indiana University, A.B. in L.S. Emory University; committee chairman B.&P.W. Club; Board Member Negro Day Nursery; Member A.A.U.W., League of Women Voters.

Meyer, Sylvan: Editor of Gainesville Times, former niemen fellow at Harvard University.

Meyer, Mrs. Sylvan: Housewife

Smith, S id, Jr.: Lawyer, A.B. L.L.B. Harvard University.

Girard

Tinsley, the Rev. Carroll: Methodist Minister; A.B. Emory University, graduate work University of Georgia and Emory University; formerly President Methodist Young Adults of South Carolina; represented the Methodist Church at World Youth Conference, Amsterdam, Holland, 1939, extensive travel abroad.

Greenville

Cutts, Mrs. Harvey: Housewife, Leader in women's organizations.

Freeman, Ben.: Lawyer, L.L.B. Emory University, Veteran of World War II.

Lafayette

Andrews, M. Neil: Lawyer, L.L.B. University of Georgia, graduate work University of Edinburgh; formerly federal district attorney for the northern district of Georgia; formerly Federal District Judge; Prosecutor at Nuremburg War Crimes Trial; Member American Legion.

Andrews, Mrs. M. Neil: Teacher and homemaker; A.B. Georgia State College for Women; Committee chairman Lafayette League of Women Voters.

Kitchens, Mrs. S. B.: Homemaker; A.B. Shorter College, graduate work Columbia University; President LaFayette League of Women Voters; Member LaFayette Women's Club, Aeolian Music Club.

La Grange

Gordman, Prof. Howard S.: Professor and Chairman of the Department of Business Administration and Economics, La Grange College; B.A. and M.A. Yale University, Ph.D. University of Michigan; considerable travel experience.

Macon

Cousins, Mrs. W.J.: Homemaker; Bachelor of Music degree; District President and State Treasurer Georgia Federation of Women's Clubs; Board Member League of Women Voters; Discussion Leader American Heritage Groups.

Skinner, J.V.: Businessman

Tweedle, Mrs. Charles E.: Homemaker; College work at Oberlin College; Chairman United World FederalistsMacon Chapter, Board Member League of Women Voters, Welfare Aid Red Cross.

Matthews, Dr. DeWitt:

Oxford-Covington

Anderson, C. David: Teacher and Lecturer; A.B. Emory University, graduate work Emory University; Co-director Newton County American Heritage Program; Director Emory-at-Oxford Speakers' Bureau; co-sponsor International Relations Club; extensive travel in Far East.

King, Charles C. Jr.: Lawyer; B.Ph. Emory University, L.L.B. Atlanta Law School; member Kiwanis Club, American Legion, Reserve Officers' Association, Junior Chamber of Commerce; extensive foreign travel during World War II.

McKay, James T.: Life Insurance Agent; College education and some graduate work; Past President and board member Rotary Club; Civil Defense Director; member American Legion.

Paty, Mrs. R. M.: Housewife, lived in China a number of years.

Rome

Gaustad, Dean Edwin S.: Dean and Professor of Religion, Shorter College; A.B. Baylor University, A.M., Ph.D. Brown University; American Council of of Learned Societies Scholar, 1952-53; member Kiwanis Club, Baptist Church, American Church History Society; travel experience in Europe.

Savannah

Milano, Miss Angelina: Teacher; B.S. in Education, M.A.; committee chairman (international relations) A.A.U.W.; member League of Women Voters.

Rice, Marion J.: A.B., M.A. Emory University; Phi Beta Kappa; served in foreign service six years, Assistant Director of Chamber of Commerce.

Wyeth, Miss Ola M.

Sylvania

Boddiford, J. Knapp: Screven County School Superintendent and Farmer; B.S. Georgia State Teachers' College, M.A. Ohio State University; President Sylvania Rotary Club; member Farm Bureau, Screven Livestock Association.

Chalker, Norman F.: Editor and Publisher the Sylvania Telephone; A.B. University of Georgia, graduate work Emory University; President Sylvania Chamber of Commerce; Board Member Lions Club, Georgia Press Association.

Looney, Mildred B.: Librarian; B.S. Peabody College; President B. & P. W. Club of Sylvania; Chairman Georgia Catalogers, Georgia Library Association; member Sylvania Women's Club.

Lorimer, Mrs. Hulda C.: Businesswoman and Farmer; B.S.P.E. University of Georgia; Past President League of Women Voters; Board Member community Chest; Member Library Board, Women's Club, Chamber of Commerce, extensive European travel.

Thomasville

Higginbotham, Mrs. A.P.: Supervisor of Instruction Thomasville Schools; A.B. Florida State University, M.S. University of Georgia; Vice President Thomasville Teachers' Association; state director Association for Supervision and Curriculum Development; Board Member Community Council, League of Women Voters.

Jarrell, Mrs. W.W.: Radio News Commentator; A.B. Vanderbilt University, some graduate work; Past Chairman League of Women Voters; President Thomasville Study Class; Member American Legion Auxiliary.

Kelly, L. Edward, Jr.: Managing Editor Thomasville Times-Enterprise; B.A. Emory University; Past President Junior Chamber of Commerce; member Kiwanis Club, Kiroy Club, American Legion, Community Council, Community C hest; Director Civil Defense.

Toccoa

S auder, Mrs. W.E.: Homemaker; B.S., M.A. University of Illinois; Vice Chairman Library Board; District Director of Religion, Woman's Club; member A.A.U.W., League of Women Voters, P.T.A.

Waynesboro

Dolinsky, Joseph: Furniture Retailer; college work at Georgia School of Technology; Past President Rotary Club; District Chairman of Boy Scouts of America.

Dolinsky, Mrs. Joseph: Homemaker; Educated in the public schools; President of local unit P.T.A.; Girl Scout Leader.

Wrightsville

Flanders, Mrs. William: Homemaker; Educated in the Public Schools; President P.T.A.; Past President Home Demonstration Club.

Hatcher, Mrs. Edward: Homemaker; Educated in the public schools, some college training; President Women's Society of Christian Service; committee chairman P.T. A.

Dahlogna

Rogers, Dr. J.C.: Formerly President North Georgia College; Formerly President University of Georgia.

EMORY UNIVERSITY
EMORY UNIVERSITY, GEORGIA

COMMUNITY EDUCATIONAL SERVICE

December 7, 1955

DEC 8 1955

Dr. George Mitchell
63 Auburn Avenue, NE
Atlanta, Georgia

Dear George:

Thank you so much for sending me the New York Times book review. I surely want to read that book.

I tried to put down some of the points I could remember from the business meeting over in Alabama, but my memory was so fragmentary that I don't believe that the stuff I put down will do you any good. The difficulty was that I had to go on another trip the day after that and did not have a chance to do it while the meeting was fresh in my mind.

Sincerely,

John A. Griffin
Director

JAG:te

December 13, 1955

Mr. John A. Griffin
Emory University
Emory University, Georgia

Dear Mr. Griffin:

As is customary, we are sending a draft of the minutes of the Board meeting on November 9, 1955, to some of the members who were present at the meeting.

We would appreciate your reading and checking this draft to see whether or not in your judgement it adequately covers the various actions taken at the meeting. There may be some items that have been omitted and need to be included. Please return the draft to us with any corrections or notations you may care to make. We are enclosing a self addressed envelope for your convience.

With kindest regards, I am,

Sincerely yours,

G. S. Alexander
Administrative Assistant

GSA:rh
Encls.

April 23, 1956

Mr. Robert Foster
P. O. Box 1315
Emory University, Ga.

Dear Bob:

Thanks very much for the clippings and the ones you have sent in the past. We do appreciate them and we are glad that the boys on the Wheel are doing such a good job.

Why don't you come and see us again sometimes or is school keeping you too busy?

Again thanks and best wishes.

Sincerely,

John Constable

JC:o

I did not hear the panel discussion. Had I known that Cook was going to be there I would have taken it in for curiosity. This letter is also 4/19.

RECEIVED APR 21 1956

Bob Foster

July 6th

8:300.

May 22, 1956

Mr. G. Ross Freeman
Emory University
Emory University, Georgia

Dear Mr. Freeman:

When you get straightened out about the Town and Country Seminar I could be around much of July 18 and 19, but I would have to be gone the afternoon of the 19th -- driving over to South Carolina for some meetings over there.

Sincerely,

George S. Mitchell
Executive Director

GSM/eab

EMORY UNIVERSITY
EMORY UNIVERSITY, GEORGIA

May 18, 1956

Mr. George Mitchell
63 Auburn Avenue, N.E.
Atlanta, Georgia

Dear Mr. Mitchell:

Because of your vital interest in every facet of the throbbing new life in the South, I am certain that you will welcome the enclosed announcement.

We are actually planning to have only about twenty-five people present for the Seminar, for we feel that a larger group would make intimate discussion impossible. But we want you in it!

With sincere good wishes, I am

Cordially,

G. Ross Freeman

G. ROSS FREEMAN

# SOUTHEASTERN TOWN AND COUNTRY SEMINAR

Sponsored by The Church and Community Institute in cooperation with the Town and Country Committee of the National Council of Churches

Emory University, Georgia
July 18-19, 1956

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For a good many years some of us have been concerned about the inability of the Town and Country Committee of the National Council of Churches to render any effective leadership in the rural church program of the South. One of the reasons has been the policy of the Committee not to have a National Convocation in a city which enforces segregation. Since none of the Convocations have been held in the South, very few of our leaders have attended the annual sessions. Considerable agitation has resulted in a possible solution.

The pattern has been for the National Convocation to be held in a central part of the nation for three years in succession. On the fourth year, it has been moved to one of the extremes and considered a more or less regional meeting. Now there is some talk about the possibility of having a great National Convocation every other year. Then on the off years regional meetings could be held to discuss crucial matters pertinent to the region. This makes a lot of sense, and it may provide a key.

Last December a small group met on the campus of Emory University to pursue the idea a little. The discussion resulted in a larger meeting on February 21.

Those present decided that it might be well to invite a select number of interested leaders from over the South to meet on the campus of Emory University from noon July 19 to noon July 20 to explore the possibility of developing interdenominational cooperation in Town and Country work and closer cooperation between the National Committee and the leaders of Town and Country work in the Southeast.

The meeting will be purely exploratory. An effort will be made to discuss such topics as: what issues do church people need to think about? what is being done on the denominational level now? on the interdenominational level? how can impetus and coordination be given to a regional Town and Country program? what are the areas in which we can best work together?

Unfortunately no funds are available to pay expenses. But the annual Church and Community Workshop at Emory will close July 19 at noon, and some of the people who have been suggested will already be here. This will make it easier for us to have the meeting.

Accommodations will be provided on the campus, and if you can come write to:

G. Ross Freeman, Box 309, Emory University, Georgia

July 2, 1956

Mr. G. Ross Freeman
Director of Field Work
and Administrative Assistant
Candler School of Theology
Emory University
Emory University, Georgia

Dear Mr. Freeman:

All straight, and I will show up Friday morning, July 6th at least by 8:30 o'clock, and preferably by 8:00 o'clock.

Sincerely,

George S. Mitchell
Executive Director

GSM/eab

EMORY UNIVERSITY
EMORY UNIVERSITY, GEORGIA

CANDLER SCHOOL OF THEOLOGY

June 29, 1956

Doctor George S. Mitchell
63 Auburn Avenue
Atlanta, Georgia

RECEIVED JUN 30 1956

Dear Doctor Mitchell:

This is simply to confirm our agreement for you to address the Church and Community Workshop in the Church School Building assemble room at Emory University Friday morning July 6 from 8:30 to 9:20 on "Regional Map of the South."

The worship service will begin at 8:00, and you might like to be present for it.

Let me thank you again for your wiliness to share for the more than 100 ministers who will be present. We are expecting representatives from the open country, small towns and urban centers of 14 states and representing 9 denominations.

Sincerely,

Ross

G. ROSS FREEMAN
Director of Field Work and
Administrative Assistant

GRF:ml

July 7, 1956

Mr. G. Ross Freeman
Emory University
Emory University, Georgia

Dear Mr. Freeman:

I originally put the Town and Country Seminar down for July 18th and 19th. The Executive Committee of the Southern Regional Council meets over in South Carolina July 20th and 21st, so I am hors de combat on the 20th.

But I will show at Emory in the early morning of the 19th and could come back any needed part of the afternoon of the 19th. Can you be a little more definite about the schedule?

Sincerely,

George S. Mitchell
Executive Director

GSM/eab

cc for GSM to take home

EMORY UNIVERSITY
EMORY UNIVERSITY, GEORGIA

Southeastern Town
and Country Seminar

July 3, 1956

Mr. George Mitchell
63 Auburn Avenue, N. E.
Atlanta, Georgia

Dear Mr. Mitchell:

Be sure to bring all the ideas about promoting town and country church work in the Southeast that you can find to Emory July 19-20.

If you can come on the 18th, I would like you to be my guest at the annual Recognition Banquet where the Rural Minister of The Year awards will be given.

Sincerely,

Ross

G. ROSS FREEMAN
Director

RECEIVED JUL 6 1956

GRF:ml

EMORY UNIVERSITY
EMORY UNIVERSITY, GEORGIA

Church and Community Workshop

July 26, 1956

RECEIVED JUL 28 1956

Doctor George S. Mitchell
Director
Southern Regional Council
63 Auburn Avenue
Atlanta, Georgia

Dear Doctor Mitchell:

Let me thank you again for your magnificent contribution to the 1956 Church and Community Workshop. I have just read all of the Evaluation Sheets turned in by the participants. Most of them were very complimentary, and several of them mentioned you.

Those of us who are responsible for planning this workshop feel that this was about the best of the twelve. Since I am indebted to you, please let me have the opportunity of balancing the books sometime.

For your records there were 108 participants from twelve states, Canada and India and representing nine different denominations.

Sincerely,

Ross

G. ROSS FREEMAN
Director

GRF:ml

November 12, 1956

Mr. Arthur S. Miller
Emory University
Lamar School of Law
Emory University, Georgia

Dear Arthur:

Thanks for the kind words about the Integration booklet.

I've been meaning to write you how pleased I was to see the publicity on the Lawyers' statement you signed. That was much needed.

Be sure to let me know when your study is in print.

Sincerely,

Harold C. Fleming
Assistant Director

HCF:mbo

EMORY UNIVERSITY
EMORY UNIVERSITY, GEORGIA

LAMAR SCHOOL OF LAW

November 5, 1956

Dear Harold:

I write this to congratulate you on the job done on Integration North and South, which I have just received. I think that the compilation is indeed an excellent one, one which should be supplemented annually.

My own study has been completed and will be published in the Minnesota Law Review. The Cornell University Press people did not want it, but it is now at the University of North Carolina Press. They may want to put it out as a book.

With best wishes.

Sincerely yours,

ARTHUR S. MILLER

Mr. Harold Fleming
Southern Regional Council
63 Auburn Avenue, N.E.
Atlanta

xxxxxxxxxxxx xxxxxxxxx

January 21, 1957

Mr. G. Ross Freeman
School of Theology
Emory University
Emory University, Georgia

Dear Mr. Freeman:

It has come to our attention that you direct a program of field work for theology students. In this regard we would appreciate having you consider adding our organization to your list of work areas.

As our program continues to expand well ahead of our budget, we are exploring the possibilities of relying on responsible voluntary help. This need on our part ranges over the entire area of our activities, from clerical duties to research work. And, it may be that our particular interests will offer valuable training in an area which will be of considerable concern to our future religious leaders.

We are in need of persons who can be relied on. In turn, we are willing to so direct that help as to be of the greatest training value to the individual.

If the possibility does exist for such cooperation, we would like to discuss the matter with you.

Sincerely,

Paul Anthony

PA/eab

Crosby Miss.

February 6, 1957

Mr. Lamar Clements
167 Walton Street, N. W.
Atlanta, Georgia

Dear Lamar:

Mrs. Knox tells me you may be of some help in securing voluntary help for us and that you would like some idea as to schedules and type of work needed.

At this point, and for the foreseeable future, we need help in all our work. And, within limits, we can work in almost any schedule available. We particularly need clerical help, typing, etc., and help in our mailings -- addressing, stuffing envelopes, etc. Our research unit needs assistance in clipping, cataloging, and filing newspapers and magazines. This type of work can be done any time during the day, often including Saturday, and can be done in short or long spurts. We would like, however, to have a definite schedule for volunteers so that we would know who would show up when. This is especially desirable for the volunteers who are willing to accept some of the duties which carry considerable responsibility.

Anything you can do to help us in this matter will be strongly appreciated. And for those who may volunteer their services, there should be some reward in the satisfaction of doing a good work, badly needed.

Best regards,

Paul Anthony

PA/eab

EMORY UNIVERSITY
EMORY UNIVERSITY, GEORGIA

COMMUNITY EDUCATIONAL SERVICE

September 4, 1957

Mr. John Constable
Southern Regional Council
63 Auburn Avenue, N.E.
Atlanta 3, Georgia

Dear John:

Thank you so much for sending me the clipping from The Delta Democrat-Times. This is an excellent piece--I wish there were other such appearing around the South.

I have been thinking a little bit about a course in our Short Course Program called "Editors View the South". If I should project a course, I surely would like to have Hodding Carter appear in the series.

Thanks.

Sincerely,

John

John A. Griffin
Director

JAG:gc

Emory University

MEMORANDUM

TO: Mr. Robert Blakely

FROM: John A. Griffin

DATE: December 5, 1957

In San Diego we discussed the success here with a short course called "Editors View the South." Focused on the school desegregation problem, this course presented the views of eight well-known Southern editors of widely differing points of view. The class met once each week for a two-hour session. The pattern of the class session was to hear a more or less formal presentation by the speaker of the evening--usually a paper of 25 minutes to one hour--and then to use a buzz or forum device for the class discussion period of an hour and a half. The registration fee was ten dollars and some one hundred and ten persons registered for the course. Like the speakers, the registrants represented widely varying points of view. The only written materials made available in the course were a general bibliography and three or four editorials or news features from each newspaper represented.

There are several aspects of this course which appear to be somewhat different from other short courses. In the first place, the subject matter is as controversial as you can get in the South. Second, in addition to the highly charged topic, the course was further dramatized by the selection of well-known names who represented drama and controversy. Third, unlike the usual lecture series, this course provided for a more intimate relationship between lecturer and audience and a closer attention to comparison, contrast, and interpretation of the ideas in the sequence of lectures presented. Fourth,

unlike most short courses, this one produced a body of material which is quite publishable and which may very well be published under the title of the course.

This course attracted wide-spread interest. The actual registration was large and highly selective in terms of community leadership. In addition to that of the class members, there was a considerable community interest in the course, which was reflected in the many requests for permission to visit various sessions.

The press, radio, and television coverage of this course far exceeds anything in our experience at Emory. There were a few personal appearances by the speakers on radio and television; this was difficult because of the close timing of their visits to Atlanta. The extensive coverage was by local and state newspapers and by the press association. Local coverage was excellent. Nearly every presentation was fully covered by both local dailies. One near-by weekly carried every speech in full, featuring front-page displays. Clippings indicate that there was wide use of the press association stories in the South—frequently with front-page treatment. Illustrative of the interest is the fact that the last class session was attended by representatives of the New York Times, Newsweek Magazine, the magazine New South, The Atlanta Journal, The Atlanta Constitution, the Gainsville Daily Times, the Cobb County Times, the United Press, and perhaps others.

These facts have been reviewed because I believe that this course varies enough from the familiar patterns in adult education to establish the claim that here is something different. It is different in various ways. In the first place, the registration data shows that many "new" persons were attracted. Of the 110 registrants, some 45 per cent had not taken a short

course before. This is a significantly higher percentage than usual. The representativeness of this class has been noted above. Second, this class managed to achieve what we have long been concerned about in adult education—the involvement of some of "those who will not register." Such involvement has been achieved before in various ways such as television, but this course managed to reach beyond the local community and extend ideas expressed in written words to audiences of readers whose numbers can hardly be estimated. Third, the experience of this course helped to support honest and objective discussion of controversial public issues. Editor Harry Ashmore of the Arkansas Gazette commented in his speech that in the present climate in the South in which public discussion has generally been lost in "the great silence," this course was the only such forum on the controversial desegregation problem going on in the South in the last twelve months. The interest which has been created—or at least stimulated—surely means that there may very well be a market for the publication of the basic materials of the course.

Based on this experience, I talked to you in San Diego about a course on the "Age of Space" or "The Problems of the Age of Space" or "Man and Space." It is my idea to invite a series of specialists, such as those about whom we talked, to participate in a course similar in pattern to the one discussed above. Tentatively, I see such subject matter as "The Geography of Space," "Space Medicine," "Space Economics," "The Impact of the Space Revolution on the Human Spirit," "World Affairs in the Age of Space," "Rockets—With Warheads and Without," "Education and the Age of Space," "Earth Satellites and Their Uses," "Problems of Space Travel," "Space Technology and/or Engineering."

The projected course can be planned somewhat more carefully than the course just finished. I would like to invite as participants top-level specialists in such areas as those mentioned, but specialists who have

an ability to communicate to the general public. I would like to invite each person not only to speak to the class, but also to provide publishable materials. I should like to provide facilities for breaking of this class into small discussion groups, not only to discuss the actual presentations by the speakers, but also such other materials as each may provide or as may be provided by the instructor. I should like, finally, for the materials of the specialists to be edited and published in a collection which could serve the interest of general readers as well as those participating in a discussional class such as the one proposed here.

I believe these ideas have demonstrated merit. The first course was supported by the registration fees which were sufficient to cover all out-of-pocket expenses, but the projected course at the level which has been discussed here could hardly be supported from such fees, since the specialists are likely to come from greater distances and at higher prices. Furthermore, with a larger emphasis on materials, there will be the cost of reproducing these materials initially and finally the cost of supporting the publication of these materials in a volume. This brings me to my pitch. What about a grant of $7,000 to be used to supplement the income from registration for the following specific purposes: (1) the payment of lecture fees and expenses to the specialists for the course; (2) the cost of preparing materials for the use of the class members; (3) the cost of editing and underwriting the publication of a volume of collected materials; (4) the cost of discussion leaders to meet with sub-groups of the class on the assumption that the registrants may well run into the hundreds.

Emory University

MEMORANDUM

TO: Mr. Robert Blakely

FROM: John A. Griffin

DATE: December 4, 1957

In a separate memorandum I have reviewed for you the facts concerning the course offered this fall called "Editors View the South." In this memorandum I have pointed out that this course has certain unique aspects which may distinguish it as a sort of new departure in adult education programming.

Eight publishable manuscripts have come from this series. These should be published for several reasons. In the first place they would represent an important document for those actually participating in the class or those participating peripherally for their reading and discussion. In the second place, such publication would represent a follow-up of significant interest to those who were stimulated by the press, radio, and television coverage of the course. Third, the ideas themselves are intrinsically important; they represent a cross-sectional examination of the controversial desegregation problem by a range of distinguished editors. Four, a publication of a book of these lectures would in itself call attention to the pattern of this course and perhaps establish interest in this particular approach to adult education programming. Finally, these materials would represent an excellent body of materials for discussion among groups organized to discuss the school desegregation problem.

I have talked to Mr. Adam Yarmolinsky of Doubleday about the publication of these materials, and he has asked that they be sent on to him for his

reading. He has expressed some interest in publishing but feels that because of the specialized use to which the materials will be adapted, some foundation support of publication may be required. No precise figure has been explored with him at this point, but the materials are being placed in his hands and I hope to have an opinion from him shortly. The purpose of this inquiry is to open up with you the possibility of a small grant to meet such a requirement as it may develop; thus this memo is exploratory at this point. I would be glad to have your impressions of these possibilities, if you feel you can make such a comment at this time.

Memo . . FROM THE DESK OF JOHN A. GRIFFIN

Friday 5PM

Harold -

Here are a couple of memos & letters to Blakely in an effort to get some money for Space course.

I believe that some or all the arguments are here.

Budget guess is as follows:

Memo . . FROM THE DESK OF

JOHN A. GRIFFIN

Speakers $250 to $350 (fee & expenses) each for 8 speakers

$2000 to $2800

Materials (rough work) 1,500

Printing 2,000

$5,000 to 5,800

January 4, 1958

Dr. John A. Griffin
Director of Community Services
Emory University
Emory University, Georgia

Dear John:

Enclosed is a pamphlet put out by the IUE which summarises the union's public presentation of the case I talked with you about by telephone yesterday. In addition, they have submitted a "memorandum in support of charges and objections to elections' to the NLRB in the attempt to show why the "employers' incitement of race hate against the union constitutes interference with the election and an unfair labor practice."

One union staffer expressed their current interest this way: "It is our belief that several studies should be set in motion as quickly as possible for the purpose of disclosing the history of race relations in Jasper (County), the racial tensions there, local attitudes on integration, and the actual and probable reactions of the various sections of the community to race hate propaganda. . . . . In addition, we should undertake to canvas the field for reliable Southern race relations experts who could be used as witnesses on the sociological issues involved."

Specifically, the union would like to show that the vociferous use of the term "nigger-lover", and such an item as the interracial picture, are inflammatory, likely to prejudice free choice in an election, and thereby an unfair labor practice.

Suggestions as to what kinds of studies in the local community might be helpful to this end and as to likely persons for conducting such studies would be most helpful.

Continued . . .

Dr. John A. Griffin January 4, 1958

If the union comes through with this course of investigation it would need to be done in a short period of time, and they would be expecting to pay for the services rendered. I hope that this gives you enough to go on and that you will be in touch with me if good ideas come to mind.

Sincerely,

Emory F. Via
Labor Consultant

Enclosure.

EFV:fcl

January 4, 1958

Dr. Cullen B. Gosnell
Department of Political Science
Emory University
Emory University, Georgia

Dear Dr. Gosnell:

How nice to run into you on the street yesterday. Enclosed is a copy of a Senate Banking and Currency Committee Report on the Economy of the South. If you have not seen this report already it will perhaps serve in part as a substitute for our own industrialization study. Many of us have wanted the industrialization study released, and I can only say that Harold has worked diligently at his end of this problem.

I trust that the enclosed report will be of some use to you.

Sincerely,

Emory F. Via
Labor Consultant

Enclosure.

EFV:fcl

January 20, 1958

Brofessor Arthur Miller
Lamar School of Law
Emory University, Georgia

Dear Mr. Miller:

I don't believe I have seen or written to you since "Racial Discrimination and Private Education" appeared. The book is first-rate, both in style and content, and I'm sure it will be helpful to a variety of decision-makers for some time to come. I was glad to see it noted among the books recommended in the January issue of the Phi Beta Kappa Key Reporter.

With best regards,

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

Rec 2/17

EMORY UNIVERSITY
EMORY UNIVERSITY, GEORGIA

LAMAR SCHOOL OF LAW

c/o American Express Co.
7 Rue du Mont Blanc
Geneva, Switzerland

26th January 1958

Dear Harold:

Many thanks for your note of the 20th, which was forwarded on to me here. I am of course hopeful that the book will be of some use to people, and your remarks encourage me in that hope. I have had no word yet as to sales, but the fairly wide publicity it has received makes me somewhat optimistic on that score.

With best wishes,

Sincerely,

ARTHUR S. MILLER
Professor of Law

Mr Harold Fleming
Southern Regional Council, Inc.

EMORY UNIVERSITY
EMORY UNIVERSITY, GEORGIA

COMMUNITY EDUCATIONAL SERVICE

April 28, 1958

Mr. Fred Routh
Southern Regional Council
63 Auburn Avenue
Atlanta, Georgia

Dear Fred:

I feel embarrassed that I exploited your wonderful knowledge of people in two or three states for the list of participants in the Southeastern Assembly and then did not include you. I hope you will understand some of the kind of requirements I was under from the American Assembly to try to get folks from the other states and persons who were more or less new to this sort of thing.

We did have a good meeting. A number of the people you suggested showed up and made excellent contributions--I think particularly of the Stokelys and of the professor of Fine Arts.

Thank you again for your help.

Sincerely,

John A

John A. Griffin
Director

JAG:gc

Note

Sent separately: "Industrialization: Accent on the South" Ben Segal
Hodding Carter Article - LOOK MAGAZINE - March 4, 1958
Reproduced copy of BUSINESS WEEK article, "Despite Tension, The SouthKeeps on Gaining" - Oct. 26, 1957
Reproduced copy of The Christian Science Monitor article, "Hi Y'all of the Southeast U. S. Hails New Era." March 2, 1957

June 3, 1958

Dr. E. Clinton Gardner
Emory University
Atlanta 22, Georgia

Dear Dr. Gardner:

I am sending you separately several pieces of material, turned up by our information staff, which may be of some help to you in preparing your presentation on the Southern economy. I recommend especially the leaflet, "Industrialization: Accent on the South" by Ben Segal, although written with special reference to organized labor it is a good overall summary.

We were not sure which of John Hope's articles in Phylon you felt would be helpful. The indes for 1956 and 1957 show three articles, two on equality of employment and a more general one entitled: "Trends and Patterns in Race Relations in the South Since May 17, 1954." It may be that we have overlooked one, but none of these seemed wholely relevant for your purposes. If you can clarify this for us, perhaps we can help you secure the article you want.

With all good wishes,

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf
Enclosures

September 22, 1958

Professor Arthur S. Miller
Emory University Law School
Atlanta 22, Georgia

Dear Arthur:

Thanks very much for letting me see the galley proofs of your Reporter article and the exchange of correspondence with Morgan, which I am returning to you herewith.

I could tell from the galleys that they had cut your article, perhaps not too expertly. I know it is frustrating, but you may take some comfort from the knowledge that they do this to everybody. And, despite the cutting, your main points come through quite clearly. I think the readers of The Reporter will gain from it an important understanding of the nature and strategy of Southern resistance.

All the best.

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

file

EMORY UNIVERSITY
EMORY UNIVERSITY, GEORGIA

DEPARTMENT OF POLITICAL SCIENCE

November 19, 1958

RECEIVED
NOV 20 1958

Southern Regional Council, Inc.
Room 432, 63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Sirs:

I wish I could express to you my thanks for the superb job you did of gathering the institutions of the South that have made efforts at desegregation. I wish to commend the staff for the excellent job that is done in collecting the data. After I have completed my study, I shall be glad to return this material to you.

Please accept my personal thanks for your thoughtfulness.

Sincerely yours,

Lynwood M. Holland

LMH/lc

Lynwood M. Holland
Chairman

File

EMORY UNIVERSITY
EMORY UNIVERSITY, GEORGIA

COMMUNITY EDUCATIONAL SERVICE

November 21, 1958

Mr. John Constable
Southern Regional Council
63 Auburn Ave., N.E.
Atlanta, Georgia

Dear John:

A couple of members of our faculty have talked to me about a graduate student in History who is interested in writing a thesis on certain aspects of the history of the Council. He would like to come down and talk to you. I have suggested that he should ask you to show him the two theses, as I recall it, which you have on file there at the office. This boy's name is Allred.

Thank you so much.

Sincerely,

John A.

John A. Griffin
Director

JAG:ee

EMORY UNIVERSITY
EMORY UNIVERSITY, GEORGIA

December 3, 1958

DEPARTMENT OF HISTORY

Mr. Emory F. Via
Southern Regional Council
63 Auburn Avenue, N.E.
Atlanta 3, Georgia

Dear Emory:

Thank you for sending me the document about school closing plans. It will be helpful in various ways.

Let me congratulate you on your fine opportunity in Wisconsin. Mixed with the pleasure, of course, is sadness that a man of your interests and talents will not be in the South during the immediate future.

Best of fortune to you.

Sincerely yours,

Harvey Y.

Harvey Young

HY:mb

EMORY UNIVERSITY
EMORY UNIVERSITY, GEORGIA

DEPARTMENT OF POLITICAL SCIENCE

December 3, 1958

Mr. Emory F. Via
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Emory:

Please accept my personal thanks for your thoughtfulness in sending me a copy of the material entitled "School Closing Plans". I have looked this over and am planning to use it in my class and wish to congratulate you people upon your superb job that you have done in collecting the data.

I have heard of your good news, but regret that it will take you out of the South. We need young people like you and your family here at this time.

Please accept my personal thanks for your kindness and come to see us when you can.

Sincerely yours,

Lyn M Holland

LMH/lc

Lynwood M. Holland

EMORY UNIVERSITY
EMORY UNIVERSITY, GEORGIA

CANDLER SCHOOL OF THEOLOGY

December 10, 1958

Mr. Harold C. Fleming
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Mr. Fleming:

We thought that you might be interested in the enclosed announcement of a new Ph.D. program in the field of Religion and Society at Emory University.

If you know of persons who might be interested in applying or who might like to see this announcement, we would appreciate your passing the word along.

Sincerely yours,

E. Clinton Gardner

E. Clinton Gardner,
Associate Professor of
Christian Social Ethics

ECG:ekb
Enc.

# EMORY UNIVERSITY

EMORY UNIVERSITY, GEORGIA

GRADUATE SCHOOL DIVISION OF RELIGION

The Division of Religion announces that Religion and Society is a new field in which specialization for the Ph.D. degree will be offered, beginning with the fall quarter of 1959.

One of the unique features of this program is the opportunity which it provides to study the place of religion in the South.

Specialized study will be available in the following areas:

(1) Theological Ethics. Particular attention will be given to an analysis of the basis and the nature of Christian ethics, the relationship of Christian ethics to moral philosophy, and the ethical thought of major theologians.

(2) Social Ethics. Study in this area will be concentrated upon an examination of such issues as race relations and politics in the light of Christian faith and the social sciences.

(3) Sociology of Religion. This area of investigation will be focused upon a critical analysis of the theories and methods of studying religion which have been developed by major sociologists, anthropologists, and social psychologists.

(4) Church and Community. Major attention will be devoted to an analysis of the work of the church in rural and urban communities.

A distinguishing characteristic of all of the Emory University doctoral programs in Religion (Biblical Studies; History of Christianity; Systematic Theology; Religion and Society) is the Common Program of Seminars designed to stimulate thought and research across departmental lines. In addition, the program in Religion and Society offers students concentrating in this field an opportunity to take supplementary work in other Departments of the Graduate School, including Sociology, Philosophy, Psychology, Political Science, History, and Economics.

Fellowships and assistantships are available on a competitive basis.

For application blanks and additional information address:

Mack B. Stokes, Chairman
Division of Religion
Emory University
Atlanta 22, Georgia

WESTMINSTER FELLOWSHIP
EMORY UNIVERSITY

Atlanta 22, Georgia

J. EMMETT HERNDON, PASTOR

TELEPHONE DR 3-1621

December 12, 1958

Mr. Emory Via
Southern Regional Council Inc.
63 Auburn Avenue, N.E.
Atlanta, Georgia

Dear Mr. Via:

This is a belated note to thank you for speaking to our Wednesday luncheon meeting of the Emory Wetminster Fellowship. Your talk was most interesting and helpful for all of us who had the opportunity to hear you. Each of us appreciated getting to know you better personally.

Thanking you again, I remain,

Cordially,

J. Emmett Herndon

J. Emmett Herndon

December 29, 1958

Dr. Bell I. Wiley
Department of History
Emory University
Atlanta 22, Georgia

Dear Bell:

Thanks for your Christmas eve letter.

I understand the United Church Women are planning to reprint the Emory statement. Although I haven't heard of any definite plan to reproduce the Agnes Scott pronouncement, I'm sure it will be; if not, we'll be glad to do it ourselves - or arrange for it to be done.

I see by the press that the Times may resume publication tomorrow. I hope so, for I am eager to see your article published.

All the best in the new year.

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

EMORY UNIVERSITY
EMORY UNIVERSITY, GEORGIA

DEPARTMENT OF HISTORY

24 Dec. 1958

Harold Fleming,
Southern Region Council,
Room 432, 63 Auburn Ave., N. E.,
Atlanta, Ga.

Dear Harold:

Thank you for the pamphlet "Out of Conviction".

I wonder if there would be a possibility of your printing and circulating the statements of the Emory and Agnes Scott faculties - the two combined in a single pamphlet. If your budget permits, and you want to do it, I'm sure that the two groups would be glad for it to be done. If you're interested, I suggest that you get in touch with Prof George Cuttino, History Dept., Emory, who played a key role in these projects.

The New York Times suggested some minor revision of my article on remnants of Civil War feeling in the South. These I made and sent the article back in. But with the paper suspended, I don't know wheher or not it will ever be published.

Best wishes for a Merry Xmas.

Sincerely

Bell

Bell Wiley

File
J. A. Griffin
Emory
Units

EMORY UNIVERSITY
Community Educational Service
Announces
A One-day Workshop on
"THE LAW AND THE SCHOOLS"
January 5, 1959

The plan of this one-day workshop is to explore the law and judicial doctrine on pupil placement, private school, and school closing plans. The pattern is to discuss and study in an informal group the legislation now on the books and now under consideration in southern states regarding school desegregation. Along with the legislation, judicial doctrine related to the various plans will be surveyed.

For persons concerned with the school crisis, this workshop provides the opportunity to study, under the leadership of legal specialists, various aspects of the law related to the current crisis. The group will hear some formal presentations and spend much of its time in informal discussion.

The three legal specialists participating on the program will be: Professor Paul Sanders, Editor of the Race Relations Law Reporter and Professor of Law at Vanderbilt University; Professor Arthur S. Miller, Professor of Law at Emory University; Professor Wylie H. Davis, Professor of Law at the University of Illinois Law School and recently the University of Arkansas Law School; and Professor Robert Hall, Assistant Attorney General of Georgia and Professor of Law at Emory University. The director of the workshop is Dr. John A. Griffin, Associate Professor of Sociology and Director of Community Educational Service, Emory University.

Registration will commence at 9:30 A. M. in Room 201 Bishops Hall on the Emory campus. The program will commence at 10:00 A. M. and continue until 3:00 P. M., with a luncheon recess. A registration fee of $5.00 will be charged. The fee covers the cost of certain materials, including a legal analysis recently published by the Race Relations Law Reporter.

Since the number of participants who can be accepted is limited, advance registration will be appreciated. Please write or call Community Educational Service, Emory University, Atlanta 22, Georgia.

January 20, 1959

Mr. Harold Shuptrine
P. O. Box 579
Emory University
Atlanta 22, Georgia

Dear Mr. Shuptrine:

I regret that a prior commitment makes it impossible for me to take part in the program of the Atlanta Presbytery on April 12.

May I suggest, however, that you consider inviting one of the following to take on this assignment; any one of them would be well fitted to do so.

Rev. Walter Cowart, Executive Director
Georgia Council on Human Relations
63 Auburn Avenue, N. E.
Atlanta, Georgia

Rev. Edward Driscoll, Executive Secretary
Georgia Council of Churches
63 Auburn Avenue, N. E.
Atlanta, Georgia

Rev. Lamar Clements, Associate Director
Christian Council of Atlanta
167 Walton Street, N. W.
Atlanta, Georgia

With all good wishes for the success of your program, I am

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

Box 579
Emory University
Atlanta 22, Georgia
January 14, 1959

Mr. Harold Fleming
Southern Regional Council
63 Auburn Avenue, N.E.
Atlanta, Georgia

Dear Mr. Fleming:

The Atlanta Presbytery will hold its Spring Rally on Sunday, April 12, at the Central Presbyterian Church. The theme of the Rally is "Is Your Christianity Contemporary?"

In line with the theme we plan to have discussion groups in which the question will be raised: How does the student's Christianity deal with the problems raised by the topic under discussion?

We would like very much for you to meet with us for supper at 6:30 and to lead a discussion on race relations. Everyone will split up into the discussion groups at about 7:30, and we plan for them to last for one hour. You are also invited to remain for the worship service at 8:30 if you desire.

If it would be convenient for you to lead the discussion group, please notify me at the above address.

Cordially,

Harold Shuptrine

Harold Shuptrine

March 2, 1959

Professor Cullen B. Gosnell
Department of Political Science
Emory University, Georgia

Dear Dr. Gosnell:

I was sorry to receive your letter this morning, because I have fully intended to call you before now, and feel somewhat ashamed to have been in Atlanta this long - even though it has been only two weeks - without having checked in with you. I am sorry that your mother-in-law continues to be ill and that you and Mrs. Gosnell are faced with so many difficulties. I hope we can see you soon, but assure you that it does not have to be prepared for in advance.

As to the Conference on State Government, I don't know. I will be glad to participate if I can be useful, although frankly, and honestly, I don't know how I can be. I am not a dilettante about state government only because I have never claimed to know anything about it. I will at least be interested in attending these sessions.

Best wishes to you, Charlie and Lynwood.

Sincerely yours,

Leslie W. Dunbar
Director of Research

LWD:a

March 30, 1959

Dr. Bell I. Wiley
Emory University
Atlanta 22, Georgia

Dear Bell:

We are sending you separately six (6) copies of the Dabbs book for the use of your class. These may be considered a gift. Perhaps they can serve future classes for outside reading assignments.

All the best.

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

RECEIVED APR 8 1959

EMORY UNIVERSITY
ATLANTA 22, GEORGIA

DEPARTMENT OF HISTORY

April 7, 1959

Mr. Harold C. Fleming,
Executive Director,
Southern Regional Council,
Room 432,
63 Auburn Avenue, N.E.,
Atlanta 3, Georgia.

Dear Harold:

I appreciate very much your sending the six copies of the Dabbs book for the use of my class. All of them were grabbed up immediately by the students and I shall keep them circulating until there is no longer a demand for them. I predict that nearly everyone in the class will read this excellent work. I plan to use them books for outside reading in future classes as well.

I have corrected the draft of the talk on "A Historian Looks at the Public School Crisis" that I gave to John Griffin's class a couple of weeks ago. I think that he plans to mimeograph it and he doubtless will send you a copy.

Cordially yours,

Bell

Bell Wiley

BW:mb

Rcd 6-25-59

June 24, 1959

Mr. Fred Routh
P. O. Box 2292
Detroit 31, Michigan

Dear Fred:

I want to take this opportunity to get on paper some of the words I have said to you on the telephone. First of all, let me congratulate you in connection with your very impressive new responsibilities. I think it is a real compliment to be appointed to such a job and I am proud for the Council that they should have turned to one of its employees for such personnel. I am sure that you will work as successfully in the new role as you have in the one here in Atlanta.

It has been a pleasure to know you and to be associated with you. I feel that you have done a splendid job for the Council and for the Council I regret so much that we will not continue to have your personality and your good work available here.

With all good wishes, I am

Sincerely,

John

John A. Griffin
Director

JAG:ee

cc: Mr. Harold Fleming
Southern Regional Council
63 Auburn Avenue, N.E.
Atlanta, Georgia

File: Emory Univ.

October 29, 1959

Professor Bell I. Wiley
Department of History
Emory University
Atlanta 22, Georgia

Dear Professor Wiley:

Your inquiry of the other day caused interesting and puzzling discoveries. It must have been a sound instinct that led you to ask for reproductions, for, given more time, I decided to make sure that the compilations we have, dated 1945 and 1954, were still valid. They are not.

The Atlanta ordinances requiring segregated restaurants seem to have been dropped in 1949, at least by 1953. I can find no ordinances at all which now apply to restaurants. I called the city attorney's office for confirmation, and, after several hours of checking, a Mr. Bloodworth called back with the same report. He seemed as surprised as I was, and at a loss to explain the legal basis of segregated food establishments (so-called).

My guess would be that this is now somehow handled through discretionary licensing and nuisance abatement powers, but I cannot do more than guess.

Sec. 21.7 of the Charter and Related Ordinances makes it unlawful for any person to remain in a "public room" of any hotel within the city when directed by the manager to leave; I can't be sure whether "public room" includes a guest room, but from the context I would assume not. As you probably know, common law principles obliged innkeepers to accommodate all travellers; a frequent practice of Southern legislatures was, therefore, to legislate discretion for the innkeeper.

Sec. 56.15 requires segregation in theaters, arenas, public halls, auditoriums, or "other places of public assembly." For the last phrase I did not find any definition, but would suppose it does not include eating places.

Sec. 38.31 requires segregated parks, excepting the Grant Park zoo.

Sec. 55.51 requires segregated taxicabs.

Sec. 55.91 and 55.92 deal with streetcar segregation.

Sec. 36.64 and 36.65 require, again, segregation in "places of public assembly."

Sincerely yours,

Leslie W. Dunbar
Director of Research

LWD:a

Comptroller (Desseg. Legis) Politics, Ga - Atl

See Correspondence - Letter to Bell Wilson Oct. 1959

LAWS RELATING TO SEGREGATION IN EFFECT IN ATLANTA

I. Definitions. The following pertinent definitions are found in the indicated sections of the Code of Georgia, Annotated:

53-312. "White person" defined. The term "white person" shall include any persons of the white or Caucasian race, who have no ascertainable trace of either Negro, African, West Indian, Asiatic Indian, Mongolian, Japanese, or Chinese blood in their veins.

79-103. Persons of color, who are. All Negroes, mulattoes, mestizos, and their descendants, having an ascertainable trace of either Negro or African, West Indian, or Asiatic Indian blood in his or her veins, shall be known in this state as persons of color.

II. State Laws. The only provisions of state law requiring segregation are the following: in common carriers, 18-205 through 18-210, 18-606, 18-9901, 18-9902, 18-9904 through 18-9906, 68-513, 68-616; in common or public schools, 2-6401, 32-909, 32-937; in convict camps, 77-316, 77-317, 77-613, 77-9904; in listing tax-payers on tax digest, 92-6307, 02-6308; in marriage, 53-106, 63-9902, 53-9903; and in Milledgeville State Hospital, 35-225. However, the following portion of the Georgia Code Annotation should be noted:

92-201. Property exempt from taxation. The following described property shall be exempt from taxation, to wit: . . . all buildings erected for and used as a college, incorporated academy or other seminary of learning, . . . and also funds or property held or used as endowment by such colleges, incorporated academies, or seminaries of learning: Provided, the same is not invested in real estate: and Provided further, that said exemption shall apply only to such colleges, incorporated academies, or other seminaries of learning as are open to the general public: Provided further, that all endowments to institutions established for white people shall be limited to white people, and all endowments to institutions established for colored people shall be limited to colored people: . . . (see 2-5404 also)

III. City Ordinances. The following sections of the Atlanta City Code are of special interest (in each case the date of enactment appears after the section number in parentheses):

66-207 (Feb. 21, 1945). Proprietors of places of public assembly to allot separate seats to be occupied by white and colored persons. It shall be the duty of the proprietor or person in charge of any place of public assembly, where attendance of both races is permitted, to allot different sections or portions to be occupied by colored people. The proprietor or person in charge of such place of public assembly shall be charged with the duty and responsibility of seating white people in portions allotted to white people and colored people in portions allotted to colored people only.

66-208 (Feb. 21, 1945). Patrons of theaters and other places of public assembly required to sit in spaces allotted to the separate races. It shall be unlawful for any patron of a theater or other place of public assembly,

whether admission is for a consideration or is free, to sit in any seats allotted to the opposite race, that is white people shall sit in seats allotted by the proprietor or person in charge of such place to white people and colored people shall sit in seats allotted by such proprietor or manager in charge to colored people.

66-209 (Feb. 21, 1945). Penalties. Any person who shall violate any of the provisions of Section 66-207 or 66-208 shall come upon conviction in the Recorders Court, be fined not more than $25.00 or imprisoned not more than 30 days, either or both penalties to be inflicted in the discretion of the Recorder.

82-113.1 (Feb. 21, 1945). Whites and colored to be seated separately. That in all theaters, arenas, public halls, auditoriums or other places of public assembly, whether admission is for a consideration or is free, white and colored persons shall sit separate and apart from one another. It shall be the duty of the proprietor of such places of assembly or those in charge of the same, where attendance of both races is allowed, to allot the section or portion of said place of assembly to be occupied by white and colored persons respectively. It shall be a violation of this section for any white or colored person to sit in the portion or section of the place of assembly that has not been allotted or set aside for the respective white or colored races. It shall further be a violation of this section for any person in charge of such place of public assembly, where both races are permitted to attend, not to allot and set apart separate portions or sections of the place of assembly for white and colored persons to sit separately. Any person who shall violate any of the provisions of this section shall on conviction in the Recorders Court be fined not more than $25.00 or imprisoned for not more than 30 days, either or both in the discretion of the Recorder.

The only other provisions of the City Code requiring segregation are: in barber shops, 37-129, 37-130; in places selling wine or beer for on-premises consumption, 55-217; in playing baseball games, 66-1005; in restaurants, 53-603 through 53-606; in street cars, 85-138, 85-139; in taxi-cabs and autos for hire, 62-121; in use of cemeteries, 42-302; in use of parks, 68-126.

March 16, 1960

Dr. E. Clinton Gardner
Emory University
Atlanta 22, Georgia

Dear Clinton:

I was glad to have the revised version of the proposal.

The Field Foundation is meeting in April, I understand, and will presumably act on the request at that time. As soon as you know the result, do let me know so that we can either discuss other sources or, hopefully, talk about the launching of the project.

Best regards to you and Earl.

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

News

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- envelops

Dear Clinton:

I was glad to have the revised version of the proposal.

J.A. 4-4-59

The Field Foundation is meeting in April, I understand, and will presumably act on the request at that time. As soon as you know the result, do let me know so that we can either discuss other sources or, hopefully, talk about the launching of the project.

Best regards to you & Earl.

Sincerely,

HCF

EMORY UNIVERSITY
ATLANTA 22, GEORGIA

CANDLER SCHOOL OF THEOLOGY

February 25, 1960

Mr. Harold Fleming
Southern Regional Council
63 Auburn Avenue, N.E.
Atlanta, Georgia

Dear Mr. Fleming:

For your information I am enclosing a copy of the revised prospectus for a study of "Factors in the Processes of Segregation and Desegregation in the Churches", which I am presenting to the Field Foundation.

When I discussed the original proposal with representatives of the Field Foundation the last of January, they requested that I prepare a more detailed description of the proposed project on a more limited basis. Professor Earl Brewer and I have cut down the scope of the projected study a great deal and reduced the estimated budget to approximately $95,000.

Of course we are still in the preliminary stage of trying to find help in underwriting the study, and we would welcome any suggestions which you may have either concerning the present revised description of the project or regarding possible sources of support in the event the Field Foundation fails to give us a grant.

Sincerely yours,

E. Clinton Gardner

E. Clinton Gardner

ECG:ej
Enc.

FACTORS IN THE PROCESSES OF

SEGREGATION AND DESEGREGATION IN THE CHURCHES

Part I. Introduction: the background and purpose of the present study.

While there have been many general studies of the Negro in American life and while there have been a number of specialized investigations of the Negro in relation to the schools, his economic potential, and the armed services, relatively little attention has been given to the impact of the movement toward desegregation in American society upon the churches. The most comprehensive studies available in the latter field were made prior to the Supreme Court decision of May 17, 1954, declaring segregation in the public schools to be unconstitutional.

There have been some scattered investigations of local churches and of the influence of churches upon local and state communities faced with racial problems. For example, there have been a number of studies of individual integrated congregations; the role of the clergy in Little Rock has been examined by Pettigrew and Campbell, and an analysis of the role of the clergy in Virginia has been made by Fox. Compilations have also been made of the pronouncements of various church bodies, especially at the national level. However, there is great need for further study of the role of the churches in relation to the general movement toward desegregation, especially during the period since 1954.

The present research project is designed to help fill this need at two main points. In the first place, an effort will be made to collect as complete data as possible on the extent to which the churches have moved toward greater racial inclusiveness in their local church

memberships, programs, and activities. In the second place, the field study phase of the project will seek to identify and examine the most significant factors involved in the processes both of integration and of resistance to the latter in local churches. A distinctive feature of this study is the provision which it makes (a) for the selection of a number of integrated and segregated churches cutting across denominational and faith lines and representing all of the major regions of the United States and (b) for the study of these churches in relationship to a study of the denominations (form of government and the nature of their pronouncements, programs, and policies relating to race) of which they are a part.

The present research project will be divided into five main phases: (1) collection of a list of all integrated churches in the United States, (2) development of the research design and selection of sample churches for field study, (3) field studies of these churches, (4) study of the denominations represented in the sample churches, and (5) write-up and interpretation of the findings.

It is anticipated that consultations shall be held in connection with this project. One would be held near the beginning of the study for the purpose of a critical appraisal of the design. Other consultations with specialists would be held with regard to particular problems which might arise in connection with the execution of the project.

It is proposed that the project shall be administered by Emory University in cooperation with the Interdenominational Theological Center. The staff which is engaged in the study will be both interracial and interdenominational.

Part II. Description of the research project.

Phase 1. Collection of a list of all integrated churches in the United States.

An effort will be made to secure from various denominational and other sources as complete a list as possible of local churches which have an integrated or inclusive membership. All denominations or religious bodies and all states except Alaska and Hawaii will be included in the search for such churches.

It will be necessary to define more precisely what is meant by "integrated or inclusive membership." Provisionally, however, this may be thought of as churches which have within their memberships persons of two or more racial groups provided such persons have access to the facilities and programs of the churches without discrimination based on race.

Help in compiling this list is anticipated from the files of the National Council of Churches and from the report, Integration, North and South, by David Loth and Harold Fleming; but an effort will be made to supplement the data available from these and similar sources through direct contact with each denomination, state councils of churches, and similar agencies.

After as complete a list of integrated churches as possible has been compiled, it is expected that a questionnaire will be mailed to each church requesting additional information concerning such matters as the membership of church, the number of racial groups involved, the relative size of the different racial groups in the church, the date of the founding of the church, the date when the church became integrated,

and the program and activities of the church. (Presumably, the denominational affiliation will have already been identified.) This material will be needed as background data for the selection of a sample of churches for further study. Only those churches which respond to the questionnaire will be used in the selection of a sample of integrated churches which will be studied more intensively. In addition to the value which they have for the field study phase of the present project, the data collected by means of this questionnaire will constitute an important part of the findings of this entire project.

Phase 2. Selection of a sample of 36 local churches for field study.

The list of integrated churches which respond to the mailed questionnaire will be divided on the basis of the regions in which they are located according to Odum's grouping of states into six major regions. Two churches will then be chosen randomly from each region in such a way that the two churches will represent different denominations and different states. (Note: If, upon the basis of consultation with a number of specialists in research in race relations, it seems advisable to use a limited number of additional bases of stratification--such, for example, as the kind of neighborhood in which a church is located: rural, urban, suburban, rapidly changing, etc.--this modification in the method of choosing the sample will be made.) This will give a total of 12 integrated churches which will represent all of the major regions of the United States.

Using the 12 sample integrated churches as the nucleus for the field research, a group of 24 non-integrated churches will also

be selected for intensive analysis. The latter will be selected from the parishes and counties in which the inclusive churches are located. From 3-5 white non-inclusive churches and a similar number of non-white non-inclusive churches will be selected as near as possible to each integrated church, and from each of these groups one church will be chosen for special study.

As the result of the above process, a total of 36 churches--12 integrated, 12 white non-inclusive, and 12 non-white non-inclusive--located in 12 different counties and representing the six major regions of the United States will be chosen for intensive field study.

Phase 3. Field study of the processes of segregation and integration in 36 local churches.

The purpose of this phase of the project is to discover factors and conditions associated with the processes of segregation and/or integration in local churches. An important feature of this part of the study is the emphasis which is placed upon the effort to examine the local churches in the context of the communities of which they are a part.

A team of two researchers (1 white and 1 non-white) will spend four weeks in each sample county in interviews with leaders and members of the three churches and of the community organizations and in the collection of appropriate records. The specific content of the schedules, instruments, and other procedures of the field studies will be developed and pre-tested as a part of the development of the research design.

The team would probably spend the first week jointly in securing general background material on the three churches and the communities in which they are located, the second week separately in the white segregated and the non-white segregated churches, the third jointly in the integrated church, and the final week jointly in the community and in picking up loose ends.

Phase 4. Study of the racial policies of the denominations represented in the 36 sample churches.

Whereas the previous phase of this project is designed to analyze the processes of segregation and integration in local churches against the background of changes and pressures that are operative in the communities in which they are located, the purpose of this section of the study is to analyze the former in relation to the official policies and programs of the denominations to which the local churches belong. Thus the policies of each sample church will be studied in relationship to such factors as the size of the denomination, its geographic spread, its form of government, its structure in relation to class and ethnic groups, its official position on race, the racial character of its organizational structure, and the amount of attention which it gives to programs relating to race.

Phase 5. Write-up and interpretation of the findings.

The final stage of the project will be the bringing together of the results of the research and the preparation of the findings for publication by a recognized press.

The following tentative list of chapters which might be included in the publication will indicate something of the scope and significance of the project:

1. The nature of the Church and its involvements in race relations.
2. Research design (entire project).
3. Background study of the characteristics of the integrated churches in the United States.
4. Official policies and programs of the denominations represented in the 36 sample churches.
5. Background characteristics of sample areas.
6. Community characteristics (where the sample churches are located).
7. General church characteristics (of the 36 sample churches).
8. Leadership in the local churches (clerical and lay).

9-10. Segregation-desegregation processes (2 chapters).

11. Conclusions and implications.

Part III. Personnel.

The project will be carried out by a Research Staff which will be provided by Emory University and the Interdenominational Theological Center and will represent both theologians and social scientists. The Research Staff will have responsibility for designing and executing the detailed research plans, selecting and training additional personnel, supervising the field studies, publishing the results of the research, and reporting on the project to the sponsoring agency.

The Research Staff will include the following: a Director of the Project (who will be responsible for the administration of the project )

and 2 Research Associates, both of whom will be social scientists (1 from Emory University and 1 from the Interdenominational Theological Center).

It is proposed that Dr. E. Clinton Gardner, Associate Professor of Christian Social Ethics at Emory University, serve as Director of the Project and that Dr. Earl D. C. Brewer, Professor of Sociology and Religion at Emory University, serve as one of the two social scientists on the Research Staff. The other member of the Research Staff will be a social scientist provided by the Interdenominational Theological Center.

A distinctive feature of the proposed study lies in the fact that it will be carried out by a team of theologians and social scientists working together. There will be continuing consultation among the theologians and social scientists concerning the selection of the most significant areas in which research is needed, the adequacy of the methodology employed, and the interpretation of the significance and implications of the findings. The social scientists, however, will have primary responsibility for the field research, including an analysis and interpretation of the field studies in so far as these are related to the basic understanding of intergroup relations and the processes of social change. The theologians (who might include the Director of the Project and a limited number of consultants) will have primary responsibility for the first and final chapters of the projected report on the project. In the first chapter they will seek to point up the relevance of this kind of study in the light of an analysis of the nature of the churches and their involvements in contemporary problems of race relations. In the final chapter they will seek to interpret the implications of the

results of the study as a whole for the churches and explore the relationship between the social sciences on the one hand and theology and ethics on the other with special reference to the field of race relations.

BUDGET (2 years)

**Personnel:**

| | |
|---|---|
| 1 Director of Project (½ time for 2 years) | $10,000 |
| 1 Research Associate from Emory University (¼ time for 2 years) | 5,000 |
| 1 Research Associate from the Interdenominational Theological Center (¼ time for 2 years) | 5,000 |
| Research Consultants (honoraria and expenses) | 2,000 |
| 2 Graduate Student Research Assistants (2 years each at $2500 per year) | 10,000 |
| 1 Secretary (full time for 2 years @ $3600 per year) | 7,200 |
| 1 Secretary (½ time for 2 years @ $1800 per year) | 3,600 |
| 6 Field Study Teams (of 2 persons each for 8 weeks; $100 salary and $100 expenses per person per week) | 19,200 |
| Social Security Taxes | 1,512 |

**Other Costs:**

| | |
|---|---|
| Office Expenses (office materials, postage, communications) | 2,400 |
| Travel (other than field study teams) | 6,000 |
| Library and Field Materials | 2,000 |
| Publication | 5,000 |
| IBM Tabulation | 5,000 |
| Contingency Fund | 7,500 |
| Indirect Costs to Emory University | 3,000 |
| Total | $94,412 |

EMORY UNIVERSITY
ATLANTA 22, GEORGIA

CANDLER SCHOOL OF THEOLOGY

March 28, 1960

Mr. Harold Fleming
Southern Regional Council
63 Auburn Avenue, N.E.
Atlanta, Georgia

Dear Harold:

Thank you for your recent letter concerning the research project upon which Earl and I have been working along with you.

I am sorry to report that the Field Foundation has indicated that it will not be able to help us finance this project. At present, we are in the process of presenting the proposal to the Lilly Fund, but it is still too early to know whether or not they will be interested in it. I shall keep you informed of any developments, however, and I hope to be able to come [redacted] and talk with you about this and some other matters before long. So, if you get any ideas about other possible sources of support be sure to keep them in mind, for it is likely that we will need some other leads.

Best personal wishes.

Cordially yours,

Clinton

E. Clinton Gardner

ECG:ej

May 17, 1960

Dr. E. Clinton Gardner
School of Theology
Emory University
Atlanta 22, Georgia

Notify when Paschall Reprints are available

Dear Clinton:

Thanks for your letter of May 9. We are exploring the possibility of reprints of Eliza Paschall's article in the Atlantic. I am pretty confident that, one way or another, reprints will be available before long, and at that time I will let you know.

Best regards.

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

Remember this
to Clint

EMORY UNIVERSITY
ATLANTA 22, GEORGIA

CANDLER SCHOOL OF THEOLOGY

May 9, 1960

Mr. Harold Fleming
Southern Regional Council
63 Auburn Avenue, N.E.
Atlanta 3, Georgia

Dear Harold:

It was good to see you recently at the workshops sponsored by the Georgia and Atlanta Councils on Human Relations.

I do not know just what your policy is with regard to distributing leaflets of articles which appear in different magazines, but if it is at all possible I hope that you will make the article by Mrs. Paschall on "A Southern Point of View" (Atlantic Monthly, May, 1960) available. If you do secure copies of it for distribution, I hope that you will let me know for I would like to have quite a number to distribute to members of my classes.

Every good wish.

Sincerely yours,

Clinton

E. Clinton Gardner

ECG:ej

# INSTITUTE
FOR
# LEADERSHIP TRAINING
IN
# PUBLIC RESPONSIBILITY

FOR

YOUNG EXECUTIVES AND LEADERS

IN

BUSINESS AND INDUSTRY

LABOR

GOVERNMENT AND POLITICS

VOLUNTARY NATIONAL AND LOCAL

SOCIAL WELFARE, RELIGIOUS, CIVIC

AND COMMUNITY ORGANIZATIONS

EDUCATION

AGRICULTURE

THE MASS MEDIA

TO BE HELD IN

**SAN JUAN, PUERTO RICO**

JULY 1-30, 1960

SPONSORED BY THE

**ENCAMPMENT FOR CITIZENSHIP**

THROUGH A GRANT FROM

**THE FUND FOR ADULT EDUCATION**

## THE OBJECTIVES

The Institute is designed to help emerging leaders, 25-35 years of age, to cope with fundamental political, economic and social questions of American democracy, to discriminate among competing ends and means, to identify and understand the problems created by the continually shifting boundaries that divide and relate private and public interests.

The Institute seeks to develop the intellectual and practical abilities which mark the rare person who can work constructively with others in achieving solutions to the complex problems of a pluralistic society.

## SUBJECT MATTER

To develop and refine their leadership skills for public responsibility, participants will study a variety of "case" problems from three aspects: why did the problem arise? what ought to be done about it? how does one go about doing it?

For example:

A. Company X builds a huge modern plant miles away from the nearest town and a community of converted trailers and temporary buildings grows up around it. Company Y, also in an underdeveloped area, builds a new factory and then builds modern homes for the workers. Both plants are now surrounded by slums.

Why?

What is the responsibility of the corporation . . . to itself, its stockholders, its workers, the public, in this situation? What is the role of the union, the social welfare agencies, the government?

How do these institutions interact, how should this problem be solved, what are the underlying political, philosophical and economic assumptions of possible alternative resolutions of the problem?

B. A community with a new "minority" population faces the increased problems of urban redevelopment, shifts in housing and factory locations, zoning, public education, and technological training. There is evidence of increased tension, hostility, and aggressive behavior patterns—

Why?

What are the responsibilities of the law enforcement agency, the factory manager, the city-manager or mayor, the political parties, the public education system, the voluntary civic and social welfare agencies? What are the "desirable" qualities of a community, and how are these qualities achieved? What is and should be the relation between the majority and minority? Who should take the lead in solving the complex problems, and what are the political and ethical assumptions underlying different solutions and different methods of approach?

C. A community organization asks local papers voluntarily to censor or at least play down news stories about hoax bomb scares, "superman" gang characters, desecration of religious and public buildings. The number of such incidents seems directly related to the amount of publicity about them.

Is this a true assumption and if so, why or why not? What are the social consequences of censorship? Of freedom of the press? What obligation does the state or a voluntary organization have to protect its citizens or members? As a concerned citizen with leadership responsibilities in the community, what factors should be considered in arriving at a sound judgment? What should be done if there is no consensus in the community on the solution? In a free, self-governing, pluralistic society, which persons or institutions have what—if any—kind of obligation to limit dissemination of "news," "opinion," "drama and fiction," where different sectors of the population are affected by or react differently to the content?

## METHODS

Problems such as these will be approached in various ways:

### FIELD TRIPS

Puerto Rico's famous *Fomento* program will help participants come face-to-face with a complex of industrial, political and cultural problems in the process of solution. An expert on Puerto Rican community relations will assist the faculty in guiding the group through local industries, agencies and institutions. Local social scientists, businessmen and government officials will meet with the group as they analyze the issues and solutions experienced and proposed. The *Fomento* program, a laboratory in community-industry, labor-management, and cultural-educational relations and issues, provides, in microcosm, a working example of how a free, self-governing community solves the problems confronting it.

An exploration of the island's population growth and its effect on land use will be made in order to understand related problems now existing or soon to exist on the mainland. Trips to farms, agricultural villages and talks with people facing the question of productivity, land use, and increasing costs offer parallels to farm and community questions back home.

### STUDY-DISCUSSION SEMINARS

Participants will join in an examination of the theory and practice of leadership and citizenship in a free society. Classical works such as De Tocqueville's *Democracy in America,* the *Federalist Papers,* material from political philosophy, past and present, selections from contemporary behavioral sciences, and case-stories in practical politics, will provide a common basis for a rigorous discussion of the essential political-moral issues of our society and the leadership responsibilities they impose.

### LECTURES

Both the resident faculty and a variety of highly qualified visiting experts will present material on Community Organization and Social Welfare; Community Power Structure and Local Government and Politics; Social Stratification; Urban Renewal; Metropolitan Population Movements; Population Explosion; Communities in Transition; Housing; Public Schools; Sponsored School Materials; Local Tax Problems; Agriculture; Business-Commerce-Industry and the Local Community; Labor-Management Relations and the Local Community; Labor-Management and Industrial Training.

### WORKSHOPS

Small groups will be organized around special-interest as well as common problems of group members. Participants will be introduced to the rigorous discipline of action research for effective leadership, in order to develop skill in the team approach to problem solving.

A variety of the most modern communication techniques, to be used in the Institute itself, will be studied by participants who wish to learn about recent developments for more effective communication.

### INFORMAL INTERACTION

The forty participants in the Institute will represent not only a wide range of leadership experience, but also a diversity of institutional, educational and ethnic backgrounds. Throughout the Institute, participants will have time for talking and thinking, both among themselves and with the resident faculty and visiting consultants on all experiences, knowledge and problems which they bring to and share with the Institute.

### LIBRARY

A reference library will be available so that individual research and exploratory reading

may be conducted under the guidance of the staff.

## THE SPONSORS

The Institute for Leadership Training in Public Responsibility is a pilot project sponsored by the Encampment for Citizenship and made possible through a grant from the Fund for Adult Education.

The Encampment for Citizenship, a non-profit, non-sectarian, non-political, educational project, was inaugurated in 1946 by the American Ethical Union to provide young people with an experience in democratic citizenship rarely available in conventional educational programs. Its sponsors are outstanding educators and community leaders. According to Professor Herbert Hyman of the Bureau of Applied Social Research of Columbia University, who conducted a series of evaluative research studies on the Encampment program, "the Encampment for Citizenship is a rare and successful experiment in democratic education."

The Fund for Adult Education, an independent organization established in 1951 by the Ford Foundation, recently issued a statement proposing ways to increase and improve educational opportunities for leaders, particularly emerging leaders, to prepare for their public responsibilities. The Fund received endorsement for its plan from President Dwight D. Eisenhower who wrote: "I hope many social, cultural, educational, and philanthropic agencies will join with The Fund in improving the opportunities of our people systematically to prepare and develop themselves wisely and well for public responsibility. . . . Personally, I attach special importance to liberal education affecting present and potential leaders; men and women who, accurately informed and able to reason critically and creatively, may well serve as focal points of information and stimulation in all the communities of this free land." Warm support for the Fund's project also was received from Herbert C. Hoover, Harry S. Truman, Adlai Stevenson and hundreds of this country's most distinguished citizens.

## FACULTY

STANLEY APPLEGATE who will direct the Institute has served as staff member on the Syracuse University summer workshop in *Human Relations and Social Conflict* for six years. He has directed courses for commanding officers of the New York City Police Department and Training of Trainers courses for community leaders. He is a consultant on industrial training, and has designed and produced a number of teaching materials. During the school year he is Director of Curriculum of the Manhasset Public Schools, New York.

FRANKLIN K. PATTERSON, Lincoln Filene Professor of Civic Education, is Director of Tufts University's Civic Education Center. Formerly Chairman of the Department of Secondary Education at New York University, he has also served as Director of the Greater New York area of the National Conference of Christians and Jews.

WARREN L. ZIEGLER has been in the field of liberal adult education and leadership training for a number of years. He has taught and worked with a wide variety of groups, including management, business and professional leaders, steel, auto and garment workers. As former Director of the New York Metropolitan program of the American Foundation for Continuing Education and Assistant Director of New York University's Liberal Arts in Extension, he has prepared materials, organized and administered adult education programs in international affairs, the social sciences and the humanities. He is now associated with the Fund for Adult Education as Special Representative in Education for Public Responsibility.

## ACCOMMODATIONS, TUITION AND TRAVEL

The Institute will be held at the San Juan Intercontinental Hotel, which has excellent modern facilities and offers a special family rate for those participants who are able to bring their families with them. A daily recreation program for children, nursery age and older, is provided by the hotel on a fifteen-acre, ocean front playground. The air-conditioned conference rooms and other facilities available to the Institute participants provide an ideal setting for hard work, as well as rest and relaxation.

The fee for the Institute is $450.00, which includes tuition and room at triple occupancy. The cost of meals will be the responsibility of each participant. Three airlines make regular flights to Puerto Rico from several east coast cities; Pan American Airways, Eastern Airlines and Trans Caribbean Airlines.

For application forms and additional information, write or call:

INSTITUTE for LEADERSHIP TRAINING
in PUBLIC RESPONSIBILITY
2 West 64 Street
New York 23, New York
SUsquehanna 7-2714

## ENCAMPMENT FOR CITIZENSHIP

Executive Director ..... Saal D. Lesser
Education Director ..... Algernon D. Black
Institute Director ..... Stanley Applegate

*For Conventions and Group Meetings!*

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EXPANSIVE BANQUET AND MEETING FACILITIES FOR UP TO 1,000 DELEGATES.

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For Reservations call your Travel Agent or

***INTERCONTINENTAL HOTELS***

Chrysler Bldg., New York—STillwell 6-5858
Roper Bldg., Miami—FRanklin 1-6661

August 18, 1960

Dr. E. Clinton Gardner
School of Theology
Emory University
Atlanta 22, Georgia

Dear Clinton:

I remember that I promised to let you know when reprints of Liza Paschall's Atlantic Monthly article became available. SRC is now in possession of a number of copies for distribution. If you will let us know how many copies you can use, we will be glad to furnish you with them.

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

MF - Please handle as SC thinks best.

H.

EMORY UNIVERSITY
ATLANTA 22, GEORGIA

CANDLER SCHOOL OF THEOLOGY

September 16, 1960

Sent pkg 9/19/60
100 copies

Mr. Harold C. Fleming
Southern Regional Council, Inc.
Room 201
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Harold:

Thank you for remembering to let me know when the reprints of Mrs. Paschall's Atlantic Monthly article became available. I have been out of the city for a good deal of the time since your letter arrived, and then I thought I would be able to stop by and pick up the copies for distribution. However, it now seems that it would be best not to wait any longer, for I am not sure just when I will be in the neighborhood of your office. If possible, I would like to have about 400 copies of Mrs. Paschall's article so that I can make them available to the students in the Candler School of Theology.

Thank you once again for making these reprints available.

Cordially yours,

Clinton

E. Clinton Gardner

ECG:ej

EMORY UNIVERSITY
ATLANTA 22, GEORGIA

CANDLER SCHOOL OF THEOLOGY

September 29, 1960

Mrs. Mildred Flowers
Southern Regional Council, Inc.
Room 201
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Mrs. Flowers:

Thank you very much for the package of reprints of Mrs. Paschall's article. I am delighted to have the 100 copies. These will serve my purposes in connection with my own classes. I had simply thought that if you had extra copies available I would offer them to the entire student body. However, the number which you sent is most generous, and I appreciate your making them available to me.

Sincerely yours,

E. Clinton Gardner

E. Clinton Gardner
Associate Professor of
Christian Social Ethics

ECG:ej

Dr. E. Clinton Gardner
Emory University
Atlanta 22, Georgia

Dear Dr. Gardner:

You probably have received by now our package of the Paschall reprints. You will notice that only 100 copies were sent since our supply was very limited. We do hope that these will be of some help to you.

Sincerely,

(Mrs.) Mildred Flowers
Secretary to the Director

MF

February 2, 1961

Dr. Bell I. Wiley
Emory University
Atlanta 22, Georgia

Dear Bell:

Many thanks for your kind note of January 31. I am enclosing a copple of reproductions of the profile from the New York Times. Jane will be pleased to know that you are sending onthocopy to Dr. Greenfield whom she remembers most warmly.

I am delighted to know about the handsome offer you received from the University of Chicago, but I am even happier to learn that you have decided to stay in Georgia. We could ill afford to lose you.

With warm personal regards,

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf
Enclosures

EMORY UNIVERSITY
ATLANTA 22, GEORGIA

DEPARTMENT OF HISTORY

31 Jan. 1961

RECEIVED
FEB 1 1961

Mr. Harold Fleming,
Southern Regional Council,
Room 201, 5 Forsyth St., NW
Atlanta, Ga.

Dear Harold:

Congratulations on being the subject of the excellent sketch in yesterday's New York Times! This, along with the front page story about the SRC's recommendations to the President, add up to a banner day for you and your organization.

If you have any facsimiles, or extra copies of the story about you, I should like to have a couple, one for my own files, and one to send to my good friend, and an acquaintance of your wife, Dr. K. R. Greenfield, former head of the Army's historical program.

The South is an interesting place to be these days. Earlier this month the University of Chicago offered me a "Ferdinand Schevill Distinguished Professorship in History", with a salary and teaching load not known to academicians in this part of the country. I was tempted, for professional reasons, but Emory improved my status here, and I decided to stay - largely because of a sense of commitment to my native region.

You deserve all our thanks for the splendid work you are doing. I am deeply appreciative.

Cordially,

Bell

Bell Wiley

Just received "The Hard Or the Easy Way?".
What would you think of preparing and
publishing a little study of how much
taxpayers' money has gone in the
past 7 years into fighting hopeless
desegregation suits? This might wake
a few people up.

(File)

Ed Lodd

file

Pond.

October 11, 1961

Mr. Edward Ladd, Chairman
Department of Teacher Education
Emory University — file
Atlanta 22, Georgia

Dear Ed:

Our minds are in joint. A little study of the public cost of resistance is the L Report we are working on right now. It should be out in a fortnight.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD:mbb

EMORY UNIVERSITY
ATLANTA 22, GEORGIA

DEPARTMENT OF HISTORY

File

November 20, 1961

Dr. Leslie Dunbar, Executive Director
Southern Regional Council
5 Forsyth Street N.W.
Atlanta, Georgia

Dear Les:

A number of high school teachers commented to me at the luncheon on how well they thought you did with your presentation and how informative the material was. I am sorry that my routine responsibilities in connection with the meeting did not let me get to hear you, or even see you. Thank you none the less for your taking the time to prepare your talk and devoting part of a Saturday to instructing the teachers.

It may be of interest to you to know that everything in connection with the attendance of the Negro teachers went off smoothly. I had had one telephone call from a teacher in Lithonia who refused to attend because of the integrated meeting. There seemed to be no such attitude reflected in the conduct of the teachers who came.

I hope to see you soon.

Sincerely yours,

Harvey

Harvey Young

HY:js

EMORY UNIVERSITY
ATLANTA 22, GEORGIA

DEPARTMENT OF HISTORY

November 3, 1961

Dr. Leslie W. Dunbar, Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Les:

Here is the program for our High School History Conference.

If you want to mail in that list of paperback books, I shall be glad to have it mimeographed.

Also, I shall be happy to have you as a guest at the luncheon if you wish to attend it. To help us calculate the reservations, will you let me know whether or not you will attend.

Sincerely yours,

Harvey

Harvey Young

JHY:js

Copy: Leslie Dunbar

MLL

JML

Summary of

Talk delivered on April 6, 1962

to

Georgia Teachers and Education Association

CHANGE IN EDUCATION IN GEORGIA

Edward T. Ladd

The world in which we live is one of rapid change. Most of the changes taking place around us stem ultimately from our greatly increased knowledge about the world around us and about ways of coping with it. We bring about change because we want change and because it is a good thing. But the change often forces us to readjust a lot, and often the readjustments are painful for us to make. So the changes we bring about force us ourselves to change.

I'd like to talk with you about some of the changes we want and should have in education in Georgia and what they will mean to us, and about what changes we ourselves will have to make as a result of them.

We have a lot of changes to make in American education, and especially here in the Deep South. If you will permit me to, I'd like to liken our challenge in education in Georgia to something very topical in this era of change, a rocket or a satellite. As I envision it, it is a three-stage rocket that will be needed to put Georgia education, so to speak, in orbit. The stages will overlap, and they won't follow so quickly, one upon the other, as the stages of the rockets they send up from Cape Canaveral.

The three stages, as I see them, are 1) eliminating segregation, 2) equalizing opportunity, and 3) radically raising the quality of education.

First, eliminating overt segregation. This is the stage which will get us off the ground. It won't put us into orbit, it won't by itself serve any educational purpose, but it will put us in a position where we can do the other things. While there is still a long, hard struggle ahead, finally great progress is being made, and the victory is clearly ahead. Now at last a substantial number of white people are joining Negroes in this struggle. So we can properly begin talking about the time when, like a burned-out first stage, segregation will fall off into the sea and be forgotten.

We can then turn our attention to the second stage, that of equalizing opportunity. This is going to be an exceedingly difficult task, and it may be that not enough of us are yet aware how difficult it is going to be.

Inequality of opportunity probably exists in all societies. In the United States we find it a very serious problem in the North as well as the South. It has a number of root causes. Residential segregation, which characterizes all our cities, inevitably makes for it, and residential segregation is a difficult thing to overcome. Then there is the natural human tendency of most teachers to prefer to work with the children from more favored backgrounds, who behave better, who are cleaner, who work harder in school, and so on. The studies of Howard Becker and Allison Davis have documented the preference of teachers for nice, middle class children and for jobs in nice, middle class neighborhoods. Hence the inclination of school systems to assign the junior teachers or the inferior ones to teach the children of deprived backgrounds.

To deal with unequal opportunity we are going to have to have special projects aimed at it, projects like the Banneker project you heard about

earlier at this meeting, the Gray Areas projects, and the Higher Horizons project. We are going to have to have in our school systems teachers and administrators who enjoy not only studying and teaching but also playing the role of social reformer. (It is heartening to know that very close to where we are meeting this evening there are key school administrators who are much distressed about the inequality of opportunity in our school systems and the policies which perpetuate it, and who are deliberately working to right the situation.)

Above all, to deal intelligently with this inequality, we need far more openness and honesty about it. This is going to be painful for many of us. It would be painful anywhere, but it will be especially painful here, and above all painful for the Negro people here, who as a group have suffered the most from the heritage of inequality and will continue to bear their scars for a long time to come. But whatever the discomfort is involved in being honest with ourselves about the present inequality, it is a discomfort we must be willing to bear if, as we do away with ~~any~~ official segregation, we are to create anything resembling equality of opportunity.

As equality is established, our rocket will be going through its second stage. It will be well off the ground and we shall have good reasons for rejoicing.

The third stage, though, is just as essential ~~for~~ as the first two, if we are to do our job as educators. This is the job of raising the quality of education--raising it not a little and not gently, but radically and, yes, perhaps a bit ruthlessly. We educators are gentle folk. Many of us have chosen the profession because we don't like the rough and

tumble of competition in the business world. We like people and want to help them. We don't like to disagree or be difficult, and above all we don't like to be unkind to anyone. But today we must face the fact that it is our professional duty to take whatever steps are necessary to raise radically the quality of the education we give our children and young people. It may help us if we remind ourselves of the enormous amount of talent that for lack of adequate educational provisions now goes unrecognized, uncultivated, and lost, right under our very eyes. If we remember hos some five hundred years ago the little town of Florence in a few decades produced fifteen or twenty artists of such importance that we still know their names and venerate them today, we may get some sense of the enormous amounts of talent we can uncover right under our eyes as soon as our education is good enough.

How are we to improve the quality of education? First, let me say how I think we are <u>not</u> going to improve it. We are not going to improve it merely by finding and adopting some new gimmick or device, whether it be television or teaching machines, team teaching or the non-graded primary, or something else. We Americans have a great propensity for gimmicks and cure-alls: useful though they are, they have never solved our major problems, and they never will.

Nor are we going to improve the quality of education by mere effort, by putting pressure on ourselves and each other to work harder and do better. We in Education have a great weakness for this sort of thing, and perhaps we professors of education are the worst offenders. In our speeches and articles and books we are constantly telling people that they should do this and should do that and ought to feel guilty if they don't

do a million and one things that no human being could possibly do. All this preaching and putting of pressure on us probably doesn't do any good; indeed there is a good deal of reason to believe it does some harm. For when pressure is put on us we are inclined to get nervous and tense, and to lose the sense of freedom we need if we are to be creative in the way that, to be effective, educators must be.

How, then, are we to improve the quality of education? Above all, I should like to suggest, by getting into teaching and keeping in it more and more persons with the highest qualifications. In the long run, and in the short run, too, that is what will make our schools better and better--or, to return to my rather corny analogy--really put them in orbit.

May I propose five steps in this direction which I think are realistic.

First, we need more money for better salaries. We need it from the local, state, and national governments. We are making slow and interrupted progress, but real progress. And we have good reason for optimism that over the next few years we shall make much more.

Second, we need to differentiate the responsibilities of teachers in our schools so as to make the best possible use of the different talents of our different teachers. We need to develop ways of taking full advantage of the male teacher who wishes to devote forty-eight weeks a year to his profession, without losing the valuable services of the dedicated married woman teacher who cannot contribute more than 1200 hours a year of her time. We need to make our schools over into complicated educational centers in which, as in medical centers, there are skilled specialists, general practitioners, technicians of many sorts, part-time workers, untrained lay aides, and so on and on. As we make

these changes we can work out ways in which the leadership potential of the ablest will be fully challenged, so that the most ambitious and demanding young person can see in our schools the possibility of an exciting career.

Third, we must continue the trend to put ourselves under a corporate professional self-discipline. We must encourage and strengthen those influences which will make it difficult for substandard practices--and substandard teachers--to survive. This is another point at which we educators, who are by inclination humane persons, will need to do things that we do not enjoy doing. We know of the considerable number of teachers who have volunteered to take the National Teacher Examination and made scores in the chance range. Our natural inclination is to sympathize with teachers coming from the impoverished cultural backgrounds thus revealed. We are inclined to say to ourselves that, considering all the disadvantages they have had to suffer, they have done well: let them keep their jobs and draw their little salaries. But our children are at stake: we have no choice but to exercise the self-discipline it takes to keep out or hold back the incompetent--however much we may hate to do so. And insofar as we do so, we shall not only protect our children but raise the level and prestige of our profession and thus increase its appeal to the able young person not attracted by a profession in which substandard work is condoned.

Fourth, we can drastically improve the working conditions under which teachers now suffer. Most of you know better than I how far those working conditions now fall short of what they should be. But let me remind you of a few aspects of the situation faced not by every teacher, of course, but by the average teacher in the average school system.

In Georgia he has no legal claim to tenure, to protect him from arbitrary dismissal.

He has practically no opportunities for day-to-day consultation with colleagues about professional matters.

If his work week is assumed to be thirty-five hours, he is allowed at best seven hours for reading, planning his teaching, preparing materials, grading papers, and the like.

He is required to do a sizable amount of bookkeeping.

He must do all his own clerical work.

His teaching, like the work of a garage mechanic, is interrupted unpredictably by loudspeaker announcements.

He is required to police corridors and lunch rooms and take tickets at basketball games.

He has no on-the-job rest or recreation facilities worthy of the name.

Fifth, we can make some changes in our teacher education programs which will raise to a higher level the beginning teacher's understanding of the learning process, his understanding of his subject or subjects, and his understanding of what is involved in presenting young learners to the complexities of modern knowledge. As we replace the sentimentality in our teacher education programs with humane understanding, and as we replace preaching of principles with informed intellectual analysis of cases and problems, we shall surely attract still more than we are now attracting of the most able and thoughtful young people.

These are my five proposals for improving our teaching force. Not many of us will be in a position to do very much to carry out any of them. But we can all take the first, and perhaps most important step, namely to be scrupulously honest with ourselves about the task of improving the quality of education in Georgia and the measures it will

require. For us to be clear in our own minds about the situation will do much to prepare the way for the radical improvement we need.

That, then, is the three-stage rocket: Desegregation, equalization of opportunity, and raising of quality. I know we all want to get it off the ground and into orbit. This will be an enormous operation. Furthermore, the changes we want will require us ourselves to change. This will not always be easy; sometimes it will be painful. We have no choice, though, but to do what we have to do, what we really want to do, and what alone in the end we will be satisfied to have done.

14 Dec. 1962

Dear Leslie: Thank you for your kindness in sending the copy of Yankee containing the Union soldier letters. I collect this sort of material, and I had not known of the letters published in this magazine.

Best wishes of the season to you, your family and your associates at SRC.

As ever,

Bell

Bell Wiley

List of Ga. Sociologists
filed w/ Staige B.

February 22, 1963

Dr. John T. Doby
Professor of Sociology
Emory University
Atlanta 22, Georgia

Dear Dr. Doby:

We have only one copy of the report which I mentioned to you last night. We would be glad to let your student read it here in the office, or, perhaps, he could get a copy by requesting it from the authors. They are: Bernice Eisman Lott at Kentucky State College, and Albert J. Lott of the University of Kentucky. The title is "Negro and White High School Seniors in a Border State Community: A Comparative Study of Selected Values and Goals." It is 182 pages of typescript and was done under the sponsorship of the Kentucky Council on Human Relations. I believe I mentioned to you that the field of study was Lexington and Fayette County, Kentucky.

We will be very happy to have your students or yourself visit us at any time.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

EMORY UNIVERSITY
ATLANTA 22, GEORGIA

DEPARTMENT OF SOCIOLOGY
AND ANTHROPOLOGY

SB-fm
MI-file

February 25, 1963

Dr. Leslie W. Dunbar, Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Dr. Dunbar:

Thank you very much for your letter dated February 22. The student who will be doing the research is Mr. Wan Han, a Korean graduate student in our Department. I shall give your letter to him and he will either come to your office to read your copy or write the Lotts for a copy.

I am very grateful for your help. When you are in this section, please come by and see me.

Sincerely,

John T. Doby

John T. Doby
Chairman

JTD:jb

February 26, 1963

Mr. Lynwood M. Holland
Chairman
Department of Political Science
Emory University
Atlanta 22, Georgia

Dear Lyn:

I can't tell you how much I appreciated your letter.

Some day when you know you are coming downtown, give me a call and we'll have lunch.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

EMORY UNIVERSITY
ATLANTA 22, GEORGIA

DEPARTMENT OF POLITICAL SCIENCE

February 20, 1963

Dr. Leslie Dunbar
Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Les:

I would like to congratulate you upon the very excellent job that you did in the recent issue of the New South. I enjoyed it very much and sincerely hope you keep up the good work.

I have never been as optimistic about politics in the State as at the present time. We still have a long way to go, but have also come a long way.

Lets get together for lunch sometime in the near future.

Sincerely,

LMH/lc

Lynwood M. Holland
Chairman

Make Tickler

June 5, 1963

Professor Edward Ladd
Division of Teacher Education
Emory University
Atlanta 22, Georgia

Dear Ed:

Just to remind you that you are going to write a short letter regarding Bob Coles.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

EMORY UNIVERSITY
ATLANTA 22, GEORGIA

CANDLER SCHOOL OF THEOLOGY

September 17, 1963

file

Dr. Leslie Dunbar
Southern Regional Council
5 Forsyth Street
Atlanta, Georgia

Dear Dr. Dunbar:

The purpose of this letter is to confirm the invitation which I recently extended to you to speak to a community education class dealing with intergroup relations, which is scheduled to meet at Emory University during the fall quarter on Wednesday evenings from 8:00 to 9:30 P.M. in Room 304 of Bishops Hall. As you will recall, the topic which you agreed to discuss is "President Kennedy's Proposed Civil Rights Legislation", including the role of law in changing race relations. The date for this session is October 16.

The purpose of this course is to attempt to summarize what has happened in the area of race relations since about 1954 and to evaluate the implications of these changes in relationship to our local community, the life of our nation, and the struggle of the democracies against Communism.

Since this will be an informal classroom situation, I would suggest that you may wish to make an opening statement and then allow a portion of the time--perhaps half, more if you wish--for questions and discussion.

Thank you once again for your willingness to meet with this class. I shall look forward to your visit to our Emory campus on the evening of October 16.

Sincerely yours,

E. Clinton Gardner

E. Clinton Gardner
Professor of Christian Ethics

ECG:ej

EMORY UNIVERSITY
ATLANTA 22, GEORGIA

DEPARTMENT OF POLITICAL SCIENCE

October 2, 1963

RECEIVED
OCT 7 1963

Dr. Lester Dunbar
Citizens Council
Healey Building
Atlanta, Georgia

Dear Les:

Wilma's sister passed away a few minutes ago and I have tried to get Don Hollowell. I will be out of town for the funeral until Sunday.

Hurriedly,

LMH/lc

Lynwood M. Holland
Chairman

File

EMORY UNIVERSITY
ATLANTA 22, GEORGIA

CANDLER SCHOOL OF THEOLOGY

RECEIVED
OCT 4 1963

October 3, 1963

Dr. Leslie Dunbar
Southern Regional Council
5 Forsyth Street
Atlanta, Georgia

Dear Dr. Dunbar:

I very much regret that the Community Education class dealing with Intergroup Relations did not develop at Emory this fall. The enrollment was not sufficient to justify the course; hence, it has been cancelled.

Permit me to take this means of expressing to you my sincere appreciation for your willingness to speak to the class on the evening of October 16. I am disappointed that this course has not developed, for I felt that it would provide a good opportunity for a group to get a better perspective on a number of urgent issues in the area of race relations through participation in discussions with several community leaders of both races. Recent developments in Atlanta underscore the fact that such a need continues to exist, and I hope that something in this area can be offered at a later time.

Many thanks again for your interest and your willingness to participate in the Community Education Program sponsored by Emory University.

Sincerely yours,

E. Clinton Gardner

E. Clinton Gardner
Professor of Christian Ethics

ECG:ekb

EMORY UNIVERSITY
ATLANTA, GEORGIA 30322

COLLEGE OF ARTS AND SCIENCES
OFFICE OF THE DEAN

File

27 July 1964

Professor Samuel Dubois Cook, Chairman
Department of Political Science
Atlanta University
Atlanta, Georgia

Dear Sam:

I am pleased that you will invite the Southern Political Science Association to meet in Atlanta in 1965, and I think it would be most appropriate for you to ask the other colleges and universities in the city to join you in extending the invitation. I will count on receiving a letter from you by the first of October. Meanwhile, I have contacted the Atlanta Convention Bureau to ensure that facilities will be available. The Dinkler-Plaza (550 rooms), Biltmore (600 rooms), or Marriott (500 rooms) could handle a group our size. It is probable that my committee will decide to poll the membership of the Association in September to ascertain their preference for Atlanta, Gatlinburg, or Lexington for the 1965 meeting.

I enjoyed having lunch with you, Chester, and Leslie. We will have to get together again soon.

Sincerely yours,

CDH

Charles D. Hounshell
Associate Dean

CDH:ch
cc: Professor Chester Bain
Dr. Leslie W. Dunbar

BB
LEL
TW

Please make copy for Mrs. Jordan's use in Julius's custody of your like & needed

EMORY UNIVERSITY
ATLANTA, GEORGIA 30322

DIVISION OF TEACHER EDUCATION

September 3, 1964

Mr. Leslie Dunbar
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta, Georgia

Dear Les:

Here is an obviously rough copy of our report. We invite you to make improvements. Two copies have been sent to each of us, and I am waiting for return comments. I hope we have not missed the aim you had for us too far.

Very truly yours,

James A. Jordan, Jr.

James A. Jordan, Jr.
Assistant Professor

JAJJr:hs
Enclosures

The tables are not quite ready yet

Recd 1/26/65

EMORY UNIVERSITY
ATLANTA, GEORGIA 30322

DEPARTMENT OF HISTORY

File

January 25, 1965

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia - 30303

Dear Leslie:

Thank you for your thoughtfulness in sending me copies of your recent correspondence with Granger Hansell. Your reply to him was a masterpiece. His letter points up very vividly that we still have a long way to go in the struggle for civil rights.

We got back from Europe on January 18. The last phase of the trip, the eight days in Yugoslavia, January 6-15, was especially interesting. I talked at four universities in Yugoslavia; three of them asked for the topic "The Changing Status of Negroes in the United States," and only one requested "The Civil War." Our reception in Yugoslavia was very cordial.

I missed seeing Charles Lerche by only one day. He also was making a tour under State Department auspices through Europe in January.

With all good wishes,

Sincerely yours,

Bell

Bell Wiley

BW:pw

January 29, 1965

Mr. Charles D. Hounshell
Associate Dean
College of Arts and Sciences
Emory University
Atlanta, Georgia

Dear Charles:

I thought the enclosed might be of interest to you. Incidentally, you will find on page the references to Emory.

Sincerely,

Leslie W. Dunbar
Executive Director

LWD:nm
Enclosure

Rec'd 3/23/65

EMORY UNIVERSITY
ATLANTA, GEORGIA 30322

DIVISION OF TEACHER EDUCATION

March 22, 1965

file

Mr. Leslie W. Dunbar
Executive Director
Southern Regional Council
5 Forsyth Street NW
Atlanta, Georgia 30303

Dear Mr. Dunbar

This letter is a belated attempt to express my appreciation to your organization in general and to Mrs. Susan Rusche in particular for giving us some of her time at a recent meeting on this campus. On March 4 directors of the Master of Arts in Teaching programs from the University of Chicago, Johns Hopkins, Harvard, Oberlin, Princeton, Wesleyan, and Yale gathered at Emory to discuss matters of mutual concern.

Mr. Edward Ladd, the chairman of this Division, suggested that we brief these visitors on the current situation in the South and that we ask Mrs. Rusche to help us in this regard. She was good enough to join us for lunch that day and she did an excellent job of providing information about the Southern Regional Council, its current activities, and the Southern social-political-racial situation at present.

We were all impressed by Mrs. Rusche's articulate and knowledgeable comments. I am certain that the entire group, even those of us from Emory, broadened our understanding of the problems and the progress a great deal.

We wish to thank Mrs. Rusche and the Council for adding so much to our meeting.

Sincerely yours

Robert F. Carbone

Robert F. Carbone
Director
Internship M.A.T. Program

RFC:mr

Free Economy Unit

April 5, 1965

Dr. Bell I. Wiley
Emory University
Atlanta 22, Georgia

Dear Bell:

Congratulations to the new Harmsworth Professor in American History at Oxford University.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

file — Emory Univ.

April 5, 1965

Dr. Bell I. Wiley
Emory University
Atlanta 22, Georgia

Dear Bell:

Congratulations to you on the new Harmsworth professorship in American History at Oxford University.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

NY Times
SW-File 1965

SUNDAY, MARCH 21,

Elder - Higher

# Emory Professor Gets Oxford Chair for Year

Dr. Bell I. Wiley, professor at Emory University, has been named Harmsworth Professor in American History at Oxford University for 1965-66.

The Harmsworth professorship is the oldest chair of American history in a British university. It was established by Harold Sidney Harmsworth (Lord Rothemere) in 1922 in memory of his son, who was killed in World War I.

Harvard's Samuel Eliot Morrison was the first appointee. The present occupant of the chair is Alan Nevins, emeritus professor of history at Columbia University, now a senior fellow at the Huntington Library, San Marino, Calif.

Dr. Wiley has been the author or editor of 21 books. His first, "Southern Negroes, 1861-1865," published in 1938, has just been reprinted by Yale University Press.

See - stacks.
Emory.

**MEMORANDUM** June 1, 1965

To: RHAlexander

From: LWDunbar

Please issue a check in the amount of $1,000 to Ross Green for education study manuscript, and charge to SRC General Operations (Research).

June 1, 1965

Dr. Ross Green
Emory University
Atlanta 22, Georgia

Dear Ross:

I read the manuscript through quickly last night, and I am quite set-up about it. We shall get it re-typed, and shall send you four (4) copies. We shall, ourselves, go to work at once in doing whatever editing we feel inspired to do, and then compare notes with you.

Enclosed is a check. Divide it as you must.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj
Enclosure - 1. (Check, $1,000.00)

Rec'd 6/29/65

June 25, 1965

Les ✓ Frank Jennings is on this. I can tell you more if you'd like. Ed Ladd

**A PROPOSAL**

by the

National Commission on Teacher Education and Professional Standards
Commission on Professional Rights and Responsibilities
Department of Classroom Teachers
of the National Education Association

TITLE: Operation Backstop

PURPOSE: The creation of a comprehensive program for assisting school personnel with problems growing directly out of (a) the desegregation and integration of schools, and (b) the residual effects of segregation.

NEED: Recent court decisions, new federal laws, and subsequent regulations, taken in combination, have resulted in placing many individual school teachers and administrators in serious professional jeopardy. To make this observation is not to impugn any decision, law, or ruling but rather to illustrate the necessity of creating immediately the supportive programs and machinery for assisting individual teachers who have been, are now, or are about to be the recipients of injustice.

Obviously, in desegregating school districts, any teacher, regardless of race, is in a threatened position. However, it is the Negro teacher who has been, is, and will be severely affected most often. In many cases, if teachers are not helped they will be forced out of their positions, Negro children will be further deprived, and the influence of Negro teachers will be lost to their communities. Often they are the only professionals in the Negro community and therefore looked to for all types of leadership.

Several examples will illustrate the conditions which are causing concern.

1. As teachers associations move toward integration, the Negro teachers are losing much of their identity, political influence, and positions of leadership. The power once generated by the Negro teachers is in danger of being diffused and dissipated. Although Negro executive secretaries of teachers associations have unanimously supported integration of the professional associations

are very much concerned about Negro representation. Many Negro teachers will lose the one place they could go to for assistance, advice, and counseling at the state and local levels.

2. The evidence is clear that as schools are integrated or consolidated, many Negro teachers are losing tenure positions. Recently a city school annexed several adjoining districts. All Negro teachers were released but, ultimately, additional new white teachers were hired. The Negro teachers concerned were unable to find a local attorney to represent them even after the NEA offered funds for such service.

3. Another typical case involved seven counties where all Negro teachers were dismissed because Negro schools were closed. No local or state association appeal was made to the NEA, possibly because the state association is integrated. Although not absolutely verified, there was some evidence of monetary inducements being given to dismissed teachers.

4. A school with sixteeen Negro teachers was recently closed. Six of the teachers were demoted, with the title of "teacher-helpers."

5. One county school system apparently is waging a systematic harassment directed at Negro teachers, including (a) releasing qualified Negro teachers and hiring unqualified white teachers; (b) requesting teachers to transfer into areas which would require further educaton to qualify for the new positions; (c) releasing teachers without giving cause, some almost at retirement age; and (d) transferring and reducing the status of Negro administrators.

6. Between 1954 and 1964, more than a thousand Negro teachers were displaced in two border states. About one-half of the teachers were relocated in major cities within the states. Five or six hundred of them, however, either left teaching or left the state. A good many acquired civil service positions in the Indian schools; some acquired positions in Western states. However, in both of

the above states the percentage of Negro teachers declined sharply. Often such Negro teachers are the very ones who best understand how to work with children who have been deprived of opportunity.

7. Many white administrators have lost their positions in attempting to conform to the law, and many white teachers have been placed in jeopardy or penalized for expressing their beliefs about what is fair and just.

Although this proposal focuses upon individual justice, it also recognizes the implications and complexities of the problems of intergroup tensions. Accordingly the problem of developing skills in intergroup relations is given an important place in this proposal.

The total problem is so massive and urgent that only the combined resources of professional organizations, various institutions, and the federal government offer substantial hope for amerlioration of the situation.

The Specific Problems of Individuals

The following categories of individuals have been identified as needing immediate assistance:

1. The well-qualified and competent teacher or administrator who loses his position or is demoted or punished as a direct result of the conflict over civil rights or integration. This person may be of any race and from almost any section of the country, but most often he will be a Negro teacher in the South. Persons in such jeopardy demonstrate the need for the immediate availability of a variety of legal and professional services not now in existence to any substantial degree.

2. The teacher or administrator who because of the residual effects of years of segregation may require and desire further education but is not in a position either to identify his own specific requirements or to finance needed further

education. Such a person requires individual professional counseling and opportunities for further study especially tailored to his needs.

3. The teacher or administrator who has never worked with children, parents, and colleagues of another race and feels the need for advice, counseling, and opportunities for developing skills in intergroup relations.

4. The teacher who is the victim of the practice of administrators and boards hiring noncertified white teachers on an emergency-certificate basis when qualified Negro teachers are available.

5. The teacher or administrator who for personal reasons precipitated by issues surrounding integration of schools decides to seek another position.

6. The teacher or administrator who because of a multiplicity of forces chooses to leave teaching and requires assistance in re-establishing himself in another vocation. Equally in need of vocational counseling is the Negro prepared to teach who has never been able to secure a teaching position. The anti-poverty programs could find rich resources here.

7. Teachers or administrators who have an individual problem directly related to the issue of desegregation and integration. Services are now infrequently available at the local level, especially for Negro teachers. As a result, there are people who have no resources or defense at all.

## The Need for Service Centers

In the interests of teachers who have problems as described above, it is proposed that a series of centers be created and staffed with personnel qualified to provide appropriate services. As a rule of thumb, these centers should be numerous enough and so located as to be within an easy day's drive of any teacher. The actual location and relationship of each center with other institutions and agencies would vary according to the area.

The following would be provided:

1. Assistance with understanding and maintaining legal rights.
2. Information on in-service programs for improving intergroup relations skills and other in-service opportunities.
3. Advice, counsel, and assistance in determining specific individual needs for further education.
4. Advice and counsel in acquiring financial assistance for needed further education.
5. Placement services for those who relocate.
6. Advice and counsel for local education agencies and school systems regarding problems of desegregation and integration.
7. Other services deemed necessary to assist persons with legitimate problems growing directly out of the desegregation and integration of schools.

The existence of such centers would facilitate gathering information and data needed to determine the progress of current programs, federal and otherwise. This feedback and data could be invaluable in determining needed new regulations or further legislation.

The range of services to be made available in any center should be open-ended. Experience will undoubtedly illustrate a need for some which are currently not identifiable.

Administrative Structure, Procedures, and Optional Sources of Funds

Regardless of how it is funded, the project would be administered by a specially created board of nine to eleven members, three of whom would represent the initiating groups (the National Commission on Teacher Education and Professional Standards, the Commission on Professional Rights and Responsibilities, and the Department of Classroom Teachers). The board would be broadly representative of organizations, agencies, and institutions concerned about the problems. Each

center would have its own advisory group of people from the local area to insure that local and state groups would be involved in a substantial way. The national board would select a director who would administer and coordinate the program.

Preliminary studies indicate the need for from 15 to 20 centers. To operate this number of centers over a five-year period would cost several million dollars. However, it is urgent that we make a start during the summer and early fall of 1965. Two hundred thousand dollars would make it possible to initiate and operate for approximately one year three such centers in the areas where the need is greatest.

Accordingly, regardless of how the project is to be funded, two phases are suggested:

Phase I: Obtain $200,000 and make a start during the summer and early fall of 1965. Such an amount would make possible the establishing of the governing board, hiring staff, organizing and financing three centers for a year, selecting sites for additional centers, and tooling up for subsequently operating the 15 to 20 centers.

Phase II: Obtain approximately $1,000,000 a year for five years to operate the 15 to 20 centers.

To fund the proposal (Phase I and Phase II), the following options are suggested:

Option I: The NEA might seek funds for the project from (a) one or more foundations, (b) NEA membership through a special fund drive, or (c) a combination of the above.

Option II: The U. S. Office of Education might fund the proposal through appropriate grants.

Option III: The President of the United States could, by Executive Order, immediately authorize and fund Phase I above, followed by a call for needed legislation to carry out Phase II.

## Conclusion

As stated earlier in this proposal, the centers should be established to begin operation as soon as humanly possible and to continue for at least five years. Evaluation at a later time may show that the need will be crucial for a much longer period of time. It is too much to expect people who are directly involved in the battle for civil rights and integration to continue to stand their ground with little support of the kind proposed here. Where there is no individual justice, ultimately there is no justice.

## Appendix

Below is an exact copy of a telegram sent by Dr. William G. Carr, Executive Secretary of the National Education Association, to the U. S. Commissioner of Education on June 24, 1965.

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June 24, 1965

Francis Keppel
United States Commissioner of Education
The United States Office of Education
Washington, D. C.

Greatly concerned to learn that progress has apparently ceased to fund Operation Backstop, submitted by Commissions on Teacher Education and Professional Standards and Professional Rights and Responsibilities and Classroom Teachers. Heads of these units tell me of your interest and interest of Mr. Seeley in this proposal to establish service centers to assist school personnel with problems arising from desegregation and integration of schools and residual effects of desegregation.

The problem is serious and immediate. As efforts increase to secure compliance with laws and regulations, help to threatened individuals should keep pace. What do you advise? Is new legislation necessary to permit U. S. Office of Education to assist the organized teaching profession to fund our proposal? Should we appeal for emergency authorization from the Office of the President? Can language or estimate be modified to qualify proposal? To meet this national problem requires public resources beyond possible private resources. A start could be made with 3 or 4 centers this year in regions where problem is most acute. A grant of $200,000 would enable NEA to operate three centers during critical year ahead. NEA official bodies are in session in New York and Delegate Assembly convenes here next week but our staff representatives are available any day and anywhere.

William G. Carr
Executive Secretary
National Education Association

Rec'd 6/14/65

TA - please make note of this

EMORY UNIVERSITY

Atlanta, Georgia 30322

Division of Teacher Education

June 11, 1965

Dear Colleague,

This is to follow up Wednesday afternoon's meeting about an Atlanta Center within the proposed Southeastern Regional Laboratory for Educational Research. The attendance and the interest expressed were impressive as were the ideas contributed on the spot.

As I said at the meeting, it will be most helpful if by this Wednesday, June 16th, my office can have from your organization a written reaction to the proposal. It will be especially useful in so far as it speaks explicitly -- and as officially as possible -- to these points:

1. The degree of importance you attach to the creation of an Atlanta center of the sort described.

2. The problems related to teaching or education which in your view such a center should tackle.

3. Your organization's programs and resources for training or relevant research which might contribute to the center's work, either directly or indirectly. (Enclosures on this subject could be very helpful.)

4. Specific ways in which your organization or your staff might become related to the center or its affiliated groups.

Thank you for your interest. Please feel free to call Mr. Green, Mr. Hagstrom, Mr. Schmid or myself, if we can be of help.

Yours sincerely,

Edward T. Ladd

Edward T. Ladd

ETL/mc

P.A. - pls attend if you can

EMORY UNIVERSITY
ATLANTA, GEORGIA 30322

DIVISION OF TEACHER EDUCATION

June 3, 1965

Mr. Leslie Dunbar, Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Mr. Dunbar:

I am writing you about a matter which I believe to be urgent.

Last week a small group from Alabama, Florida, and Georgia met near Tallahassee to discuss a possible proposal for a multi-million-dollar regional educational research organization or "laboratory" under Title IV of the new Education Act. Twelve university education faculties, two state departments of education, and three public school systems were represented. Those attending from Georgia were Associate State Superintendent of Schools Titus Singletary, Dean Williams of the University of Georgia, Dean Bond of Atlanta University, Superintendent Cherry of DeKalb County, and the undersigned.

At the meeting Mr. Hendrik Gideonse of the U. S. Office of Education explained Title IV in detail. The idea behind the regional "laboratory" provisions of Title IV is to create new machinery to mobilize all the resources in an area which might contribute significantly to the improvement of education through research, demonstration, and dissemination. The new organization is to represent all these resources, including, for example, private enterprise, and is not to be dominated by any single group.

The same tri-state group plus persons from Puerto Rico and the Virgin Islands are scheduled to meet again late in the week of June 14th, to try to agree upon the basic elements of a proposal, to be refined and submitted during the summer.

If Atlanta is to become the center of a significant component of this "regional laboratory" - and it is vital that it do so - an inventory of interest and resources must begin immediately. I therefore invite you to and urge you to be present or represented at a meeting of a group of key persons centered in the Atlanta area, to initiate planning for an Atlanta area component. The meeting will be held in the auditorium (Room 144) at the Emory University Clinic, 1365 Clifton Road, N. E., at 3:30 P.M., next Wednesday, June 9th.

Some of us present will be prepared to explain the plans for Title IV and answer questions about it.

Will you yourself (or your representative) please be prepared as well as you can be at this stage to talk about two topics:

1. What problems or areas related to education or training your organization might like to propose for study with the aid of this new federal program.

2. What resources your organization possesses -- leadership, research talent, facilities, or contacts which might possibly contribute to the effectiveness of such study.

Whatever preliminary conversations you may conduct with anyone who might be interested or helpful will be all to the good.

I regret the short notice and the need for our moving so quickly on this ambitious matter, especially at this worst possible time of the year. In view of the pace of events in Florida and in Washington, however, it seems that if we want Atlanta to have its proper share in the governing group, the designing of plans, and the eventual program, we must make a start now.

I enclose an unofficial summary of last week's conference and a list of those being invited to our local meeting. If you have questions about any of this, please call me, Professor Schmid, or Professor Hagstrom at DR 7-2411, extension 591.

Yours truly

Edward T. Ladd

Edward T. Ladd
Director

ETL/mc

2 Enclosures:
1. Abstract of address by Mr. Gideonse, USOE
2. List of those invited

# TITLE IV OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Notes from an address by
Mr. Hendrik Gideonse, U.S. Office of Education

Wakulla Springs Conference, May 23, 1965

A. The Elementary and Secondary Education Act of 1965 represents an innovation in American education in several ways:

1. Categorical, rather than general, aid is authorized.
2. New institutions are to be created. (New ways of doing things become more possible.)
3. Liaison and cooperation are encouraged.

B. One of the most significant sections provides for strengthening state departments of education.

C. Function of Title IV is three-fold:

1. To get research done.
2. To develop programs based on this new research.
3. To disseminate information about the research findings and new programs.

D. One section of Title IV provides for creation of regional "laboratories" -- centers for research.

1. Should involve state agencies, business and industrial organizations, local school units, universities, and other social institutions.
2. Can be geographically decentralized -- several subcenters throughout a region.
3. Chief emphasis to be on innovation -- on research and dissemination.
4. No limits on who may apply -- even a single individual may. But U.S.O.E. hopes for association and collaboration.
5. State educational agencies, universities, local school districts must be involved on genuine partnership basis.
6. Laboratory may support basic research in psychology, sociology, etc., as well as in more specific applicational problems of education.
7. Most specific dissemination device is probably teacher training. Laboratory might address itself to problem of improving curriculum in teacher education. Can receptivity to change be "built into" teachers?
8. Laboratory should be initiated with a specific focus of interest -- some conceptual unity appropriate to the region. (Later, not limited by original focus.)

E. How does one start a laboratory? (U.S.O.E. has no answer; suggests several possibilities.)

June 3, 1965

LIST OF PERSONS INVITED TO CONFERENCE ON "REGIONAL LABORATORY"

Mr. Ernest J. Arnold, President, Protestant Radio and Television Center
Mr. Albert W. Boldt, Department of Health, Education, and Welfare
Mr. Horace Mann Bond, Dean, School of Education, Atlanta University
Mr. Woodrow Breland, Chairman, Department of Education, Georgia State College
Mr. J. T. Brooks, Executive Secretary American Teachers Association
Mr. Walter T. Cates, Executive Vice-President Georgia State Chamber of Commerce
Mr. Jim Cherry, Superintendent, DeKalb County Schools
Mr. Clifford Clarke, Associated Industries of Georgia
Mr. Leslie Dunbar, Director, Southern Regional Council
Mr. C. O. Emmerich, Executive Director, Atlanta-Fulton County Economic Opportunity Auth.
Mr. Durward H. Fincher, Asst. Vice-President, Southern Bell Telephone and Telegraph
Mr. Edgar Forio, The Coca-Cola Company
Mr. Winfred L. Godwin, Director, Southern Regional Education Board
Mr. Mario Goglia, Dean, Graduate School, Georgia Institute of Technology
Mr. Kenneth Gregory, Manager, Southern Public Relations Office, Ford Motor Company
Mr. Jasper Griffin, Superintendent, Cobb County Schools
Mr. John Griffin, Southern Education Foundation
Dr. John G. Hood, Hospital Director, U. S. Veterans Administration Hospital
Mr. Frank M. Hughes, Executive Secretary, Georgia Education Association
Mr. Charles Jagels, President, Atlanta Arts Alliance
Mr. Boisfeuillet Jones, Executive Director, The Woodruff Foundation
Mr. Vernon Jones, Georgia State Department of Industry and Trade
Mr. E. T. Kehrer, AFL - CIO
Mr. Henry Kemp, Superintendent, Marietta City Schools
Mr. Clyde Kimball, President-Elect, Georgia Education Assoc., Continental Colony School
Mrs. L. W. Lassiter, Chairman, League of Women Voters of Georgia
Mr. John Letson, Superintendent, Atlanta Public Schools
Mr. C. E. Martin, Superintendent, Cartersville City Schools
Mr. E. Gene Mattison, Director of Industrial Relations, Lockheed-Georgia Company
Mr. J. O. Moore, Secretary-Treasurer, Georgia State Council, AFL - CIO
Professor Mack Moore, School of Industrial Management
The Reverend Daniel O'Connor, Principal, St. Joseph's High School
Mr. Lucien Oliver, Sears, Roebuck and Company
Mr. A. B. Padgett, Executive Director, The Metropolitan Foundation of Atlanta
Mr. Eugene Patterson, Editor, The Atlanta Constitution
Miss Ann Poland, Rich's, Inc.
Mr. Carl Renfroe, Superintendent, City Schools of Decatur
Mr. Durrell Ruffin, Southern Association of Colleges and Schools
Mr. Lynn Shufelt, Coordinator, Atlanta Area Teacher Education Service, Emory University
Mr. Titus Singletary, Associate State Superintendent of Schools, Georgia State Dept. of Ed.
Mr. Jack Spalding, Editor, The Atlanta Journal
Mr. Donald F. Spille, Executive Director, Metropolitan Atlanta Mental Health Assoc., Inc.
Mr. Wallace Stewart, IBM Corporation
Mr. W. B. Stubbs, Executive Director, The John Bullow Campbell Foundation
Mr. H. E. Tate, Executive Secretary, Georgia Teachers and Education Association
Mr. Philip Weltner, Director, Regional Economic Development, Atlanta University
Mr. Paul West, Superintendent, Fulton County Board of Education
Mr. Robert Wharton, Assistant Vice-President of Personnel, Delta Air Lines, Inc.
Mr. Marion Williamson, Director, Employment Security Agency, Georgia State Dept. of Labor
Mr. F. J. Schotters, Director of Personnel, General Motors Corp., Buick, Oldsmobile Pontiac Assembly Division.

PA File

MJ - file

Atlanta University
and
Emory University
September 21, 1965

Dear Friend:

This is to bring you up-to-date about the projected Alabama-Florida-Georgia regional educational "laboratory" to be funded under Title IV of the Elementary and Secondary Education Act of 1965. Plans are moving ahead beautifully, and we are optimistic about our chances of obtaining federal approval.

We hope you are still interested in being associated with the laboratory's activities. If so, will you at your earliest convenience study the enclosed progress report, entitled "New Opportunities for the Advancement of Education Through the Elementary and Secondary Education Act of 1965."

It continues to be important for us to know of ways in which your organization, its personnel, or its resources, might relate to the program of the regional organization. Of this you yourself will be the best judge. Here are ten possibilities that come to mind, several of which would involve your receiving funds from the regional laboratory:

1. Identifying problems or possible new solutions, directly or indirectly related to education for others to study.

2. Communicating your own experience or insights to others who can benefit from them.

3. Co-sponsoring a research project of interest to you and of concern to the region.

4. Contracting to study a topic or problem.

5. Contracting to develop new techniques or materials.

6. Disseminating materials or practices for training or research.

7. Sharing, lending, borrowing, or jointly appointing specialized personnel.

8. Making certain of your facilities available to others.

9. Serving on consultative or advisory panels.

10. Serving on the laboratory's Governing Council or Board.

The sooner all of us reach some clarity about our respective relationships to the laboratory the better.

We are optimistic that the laboratory's headquarters will be in Atlanta. In any case Atlanta will be one of the centers of its activity. The undersigned and Associate Superintendent Singletary of the State Department of Education will continue to be available to help mount whatever program you and others agree is appropriate.

Please share with either of us any reactions you have at this point and get in touch with us as your thinking about this moves along.

Yours sincerely,

/S/ Horace Mann Bond

/S/ Edward T. Ladd

HMB/ETL/ef

file
Universities -
" Emory"

December 8, 1965

Dr. Ross Green
School of Education
Emory University
Atlanta, Georgia

Dear

Pat has recounted for me the difficulties and the understandable unhappiness you have about what was not done in the publishing of your study. This is merely to add my own regrets to those of Pat's, and to assure you, as he has, that we will do things differently next time.

Best.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

See Emory Univ. file.

May 27, 1966

Dr. John Lawson
Candler School of Theology
Emory University
Atlanta 22, Georgia

Dear Dr. Lawson:

How well I do remember you. And, there are several others on our staff who also remember you, particularly Mrs. Ruth House Alexander. I was thrilled to learn that you're at Emory still, and had often wondered of your whereabouts and those of Faith's. Would you be kind enough to either call or mail me her home address in London -- I would like very much to write to her.

As you will see from the enclosed, our office was unable to do much for Reverend Paul Morton-George except to put him in touch with Dr. King's literary agent. I trust through that source he will be able to put together the chapter for his book.

Come to see us at the office sometimes.

Sincerely,

(Mrs.) Mildred Flowers Johnson
Secretary to the Director

MMJ
Enclosure - 1.

via air mail

May 27, 1966

The Reverend Paul Morton-George
Assistant to the Editor
National Sunday School Union and
Christian Youth Service
Robert Denholm House
Nutfield, England

Dear Mr. George:

Dr. John Lawson, of Emory University, has passed your letter on to us for whatever information we can furnish you on Dr. Martin Luther King, Jr. We have very little in our files in the way of unpublished materials and comments on Dr. King. However, we have called the office of the Southern Christian Leadership Conference, of which Dr. King is President, and his secretary has advised us to put you in touch with Dr. King's literary agent in New York. Therefore, you might wish to write to Miss Joan Daves, 145 East 49th Street, New York, New York for such information as you seek.

Miss Dora McDonald, Dr. King's personal secretary, has indicated that any information released by Miss Daves would have to be cleared through her office, and that she would be happy to make necessary arrangements for the release of any materials Miss Daves can furnish you.

If you should have need to be in touch with Miss McDonald, you may write to her at the Southern Christian Leadership Conference, 330 Auburn Avenue, N. E., Atlanta, Georgia.

I am sorry that we could not be of more help to you, but do feel free to let us be of assistance whenever you think we can.

Sincerely,

(Mrs.) Mildred M. Johnson
Secretary to the Director

MMJ

cc: Dr. John Lawson
Miss Dora McDonald

EMORY UNIVERSITY
ATLANTA, GEORGIA 30322

CANDLER SCHOOL OF THEOLOGY

May 17th. 1966

The Secretary,
The Southern Regional Council, Inc.,
5 Forsyth Street, N.W.,
Atlanta.

Dear Sir,

Your present staff may not know me, for it is a long time since I have been down to your office, but I am a British Methodist Minister who teaches on the faculty of the Candler School of Theology, and in 1955-6 my wife worked in your office, and later on my sister did the same when she visited America. I am sending on to you the enclosed letter which has come from another British Methodist Minister, the Revd. Paul E. Morton-George, M.A., who is one of my oldest friends. I am sure that you will know the book about Martin Luther King that he refers to, and will be able to judge what additional information, or background material, would be of use to Mr. Morton-George in his work. I hope that you will be able to help him, for he is a Methodist Minister of the highest repute and responsibility, who would make the best use of any information given him, and treat with confidence anything told him in confidence. Also you will appreciate that the literature of the National Sunday School Union circulates throughout the Sunday Schools of Great Britain, of all denominations. This is their official coordinating body. I will be very grateful if you can fully assist my friend, and I have told him that I am writing to you in this behalf.

Yours very sincerely

John Lawson

John Lawson

NATIONAL SUNDAY SCHOOL UNION
AND CHRISTIAN YOUTH SERVICE

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*Charity Registration No.:* 211542

PM-G/JDJ

10th May, 1966.

Rev. John Lawson M.A., B.D., B.Sc.,
Candler School of Theology,
Emory University,
Georgia 30322,
U.S.A.

Dear John,

I ought first to explain why I write from this address. I had to give up active circuit work prematurely last year owing to a series of coronaries. But I was offered this job here, and am naturally thankful for the opportunity.

I am hoping you can help me over a chapter in a book for youth leaders and teachers we are preparing. It deals with committed Christians in a wide variety of walks of life, and one chapter is to be on Martin Luther King.

I have already obtained permission for limited quotation from "What Manner of Man", published over here by George Allen and Unwin. What I am wanting now is unpublished information and comment about Mr. King which our writer can also use in compiling a chapter of about 5000 words.

Can you tell me how I can get this? Or, of course, if you can obtain it for me I shall bless you all the more!

I hope you are as fit and flourishing as I always remember you.

Best wishes,

Yours sincerely,

Paul

Paul Morton-George
Assistant to the Editor.

*Publishers:*
TEACHING CHRISTIANITY · GRADED TEACHER LESSON HELPS · SHAW BIBLE PICTURES · INTERNATIONAL BIBLE READING ASSOCIATION · PILGRIM PRESS PUBLICATIONS
N S S U FOUNDED 1803

Dr. King's
literary agent

Miss Joan Daves
145 E. 49th St.
N.Y. 17

See Emory Univ —

EMORY UNIVERSITY
ATLANTA, GEORGIA 30322

CANDLER SCHOOL OF THEOLOGY

May 30th. 1966

Mrs. Johnson,
Secretary to the Director,
Southern Regional Council, Inc.,
5 Forsyth Street, N.W..,
Atlanta, Georgia, 30303

Dear Mrs. Johnson,

I thank you for your letter, and enclosure. It is kind of you to help my friend, Revd. Paul Morton-George, and I thank you.

I am interested that you in the office remember my sister, and Mrs. Lawson, for it is a good time since they were with you. Faith has left the B.B.C. in London and some few years ago went to West Africa, originally to help with broadcasting there. However, she has now transferred, and is teaching Business Administeration, etc., at one of the Universities there. I am sure she would be glad to hear from you, though seh will be flying home on June 28th., for the summer. Her present address is: Miss Faith Lawson, Department of Secretarial Studies, University of Nigeria, Enugu Campus, Enugu, Nigeria, West Africa. My wife is still at home in England, full of meetings, and I continue to teach here as usual, and to travel back and forth. Indeed, I am now in my end-of-quarter rush, trying to get everything done before I leave for home on Friday evening next. This is a signal I must stop writing! We now have two grandchildren, as Rachel is married. Stephen is now in the Law School.

My greetings also go to Mrs. Alexander.

Yours very sincerely,

John Lawson

file Emory Univ.

MJ - check to see if Brewer is on research mail list file

EMORY UNIVERSITY
ATLANTA, GEORGIA 30322

CANDLER SCHOOL OF THEOLOGY

October 20, 1966

Mr. Paul Anthony
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Paul:

Thank you so much for sending the report on the Child Development Group of Mississippi. Also, I appreciated the opportunity to talk with you about this situation on the phone the other day.

Best wishes to you.

Cordially yours,

Earl

Earl Brewer

EB:ekb

LSCRRC

Vol. 1, No. 2 January, 1967

# Civil Rights and Civil Liberties

## Enjoining Police Photography

### by Judy Altschul

While public attention has been directed toward objectionable and unconstitutional police practices occurring subsequent to a lawful arrest, the ACLU has been receiving complaints from demonstrators and picketers that the investigatory departments of city police have been routinely photographing them. There is also evidence that police files are being assembled on all persons involved in unpopular demonstrations. This past summer two students working for LSCRRC, one in Philadelphia and one in New Orleans, concluded that if it could be proved that the photographing, through intimidation and harassment, had a chilling effect on free speech, an injunction could be secured against such practices. In New Orleans the Lawyers Constitutional Defense Committee filed suit in the Federal Court for the Eastern District of Louisiana on behalf of several members of the Hiroshima Day Committee and the New Orleans Committee to End the War in Vietnam (*Aronson v. Giarrusso,* Civil Action No. 66,281, (E.D. La.), complaint filed September 6, 1966) seeking a declaratory judgment that the taking of the photographs by the police department in the absence of imminent violence and unlawful conduct violates constitutional rights.

This is not the first time that the presence and conduct of police have been challenged as an invasion of the constitutional rights of freedom of speech and association. In 1948 a Federal court granted a temporary injunction to restrict the disturbing presence of the Indiana State Police at labor union meetings. *Local 309*

*(Continued on Page 4)*

## A Formulation

### by David Bresnick

People involved in the plight of the Southern blacks or the Northern ghetto blacks, or urban welfare recipients, or the indigent of Appalachia may be led by the logic of their concern for civil rights to believe that sectors of our society must be radically transformed. How, though, do they mobilize an immobile sector of the community to begin to assert legal rights? How do they create a viable force in the community for asserting and altering the available remedies?

The sit-ins, the protest marches, the other forms of expression which the Supreme Court only reticently

*(Continued on Page 2)*

## WINTER CONVENTION

The Wayne State chapter will host the LSCRRC Winter Convention from January 27 to 29 in Detroit, Michigan. The subject will be "Juvenile Law and the Constitution." Registration will take place from 4 to 7:30 PM. on Friday with an opening speech at 7:30 PM and a cocktail party at 9 PM. On Saturday speakers and workshops will deal with the substantive issues. On Sunday the LSCRRC Board, consisting of heads of all the local chapters and the National Officers, will select the officers who will serve beginning in August, 1967.

The registration fee will be $10 and will include a cocktail party Friday and a dinner Saturday evening. For further information write:

Arney Mustonen
LSCRRC
Wayne State University
Law School
Detroit, Michigan 48202
or
contact the National Office.

## THE SORRY STATE OF LEGAL SERVICES IN NEW YORK

### by Ralph Naden

Outside of Mobilization for Youth, there are no legal services for the poor in New York. During 1966, the Office of Economic Opportunity granted $3,400,000 to four separate legal services programs — the Harlem Assertion of Rights (HAR), the City agency, Community Action Legal Services (CALS) and its offspring, the New York Legal Assistance Corporation (NYLAC), Youth in Action of Bedford-Stuyvesant, and the Law Students Civil Rights Research Council's Harlem Neighborhood Legal Assistance Project (HNLAP).

In New York, no corporation formed to practice law may operate without approval of the Appellate Division of the Supreme Court, the Court of general jurisdiction.

On November 17, 1966, the New York Law Journal reported the refusal of the Appellate Division to sanction operation of HAR, HNLAP, CALS, NYLAC and Youth in Action. Aside from considerable delay before the submission of the new proposals conforming to the Court's opinion, the whole legal services program stands in jeopardy at the outset. It is critical that the concerned legal community comprehend the reasons for the tragic failure of New York to provide lawyers for the poor.

The opinion by Justice Breitel is confused and confusing. The Court's objections to the submitted proposals divide into two broad categories, under which fall an assortment of particulars. First, the Court registered continuous and vigorous disapproval of lay participation in any aspect of control or direction of the programs. Second, the Court considered the several plans cumbersome and hence not amenable to effective court supervision.

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includes in the penumbra of the First Amendment have not been chance accoutrements of civil rights activity. They are ways of acting out dissent; they provide an extra-ordinary dramatization of causes and issues. In this age of mass society, where those without political power are without publication power, the right to dissent actively becomes inseparably joined with the right to dissent. A federal judge in Louisiana may condemn the proposal of local black people to march at night in order to protest the unexplained and uninvestigated murder of a local civil rights supporter. But those involved in civil rights may somewhat cynically look upon this judge's expressed opposition to night marching as disruptive of society or as contrary to the legitimate concern of the community for law and order.

It may be that police photographers routinely photographing peace demonstrators do not frustrate and intimidate veteran pacificists. But what of that new and potentially powerful group of persons who fear joining demonstrations of conscience lest they be photographed by law enforcement authorities. These persons know they must apply for government jobs, or corporate positions or admission to the State bar. If police may use such harassment techniques against peace demonstrators, why not against civil rights advocates, or others who espouse unpopular views? Police tactics of intimidation, photographing demonstrators with the implicit threat that such photographs will be kept in open files, are a potent discouragement.

If civil rights means change, it means the weapons of change must be jealously guarded. If we seriously are interested in civil rights it may be that we must be actively interested in civil liberties. That we must recognize social change as a positive value. That we must be willing to institutionalize the mechanisms for change. And that we must adapt the concept of civil liberties to a world where pure discussion without supporting action may be totally ineffectual. It is a dangerous and frightening thought to admit that our society must be willing to countenance social discomfort and conflict. It is more terrifying, however, to admit that our society is unable to accept the consequences of equality and expressive democracy.

# THAT DISSENTER STRINGFELLOW

**by John Bruce**

William Stringfellow, a graduate of Harvard Law School and an Episcopal lay theologian, came into the public eye two years ago when his first book, *My People is the Enemy,* was published. That book was his story of two years spent living and following his profession as a lawyer in Harlem, and was well received both within and outside the churches. Its Christian ethical orientation made it an effective instrument for conscience-jangling among middle-class Christians, and the book was, in fact, largely a polemic against the indifference and ignorance of the churches toward the plight of the black and the poor.

Now Mr. Stringfellow has written a second book on essentially the same theme, *Dissenter in a Great Society: A Christian View of American Crisis* (Holt, Rinehart and Winston, 1966). In the first three essays, while there was a great deal that I found agreeable and commendable, there was little in the way of new insights or startlingly clear analysis. Mr. Stringfellow's writings have been hailed by some as modern prophecy, and prophecy tends to be conclusory. Where he does say something fresh, it is usually in relation to the churches' and Christians' attitudes. His analysis of bourgeois religiosity's equation of poverty with sin is persuasive, and his railing against the idolatry of money escapes from the traditional material-spiritual dichotomy context. On the whole, however, these three chapters are simply a competent bringing-together of more or less familiar moral approbations against the present state of things, a general attack on the complacency of the American consensus.

The final essay of the book, "The Orthodoxy of Radical Involvement," is far and away the most important in spite of the fact that it is addressed even more directly to Christians. It is an attempt to set out a theological foundation for the action which he has urged throughout the first chapters of the book, and it seems to me less than a complete success.

The inner contradiction (historically at least) in the title of the essay persists in the text. The attitude of the essay is clearly and admittedly existentialist, reminiscent of the writings of the martyred German theologian Deitrich Bonhoeffer. And yet it is still a theology of Words Beginning with Capital Letters: Resurrection, Reconciliation, Grace and Sin. What Stringfellow attempts to do is to liberate these more or less doctrinal abstractions from their more or less concrete traditional formulations by placing them in an existentialist context and working out fairly thoroughly the relationship between the terms and their implications for action in existentialist terms. The result is a functional definition, which is certainly desirable, but too often avoids the major questions about the rock-bottom content of each doctrine. This is unfortunate, because the author is not working with the conceptual postulates of a system of metaphysics, but within the theology of a religion whose doctrines are avowedly attempts to explain concrete historical events. Perhaps such criticism asks too much of an author in an essay, but the defects referred to seriously cripple the persuasive power of his call to action.

Perhaps the major value of the book to non-Christians is that it reveals with some force the attitudes basic to many Christians involved in social protest in our time. Stringfellow asserts that: Though the Christian acts in the world, and in particular circumstances in a society for this or that cause, though the Christian takes his stand and speaks out specifically, he does so not as the servant of some race or class or political system or ideology but as an

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**LSCRRC**

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*Associate Director*

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Enunciating the broad principle that the Court's only interest was in insuring effective, ethical and responsive legal services, the opinion rejected lay participation in planning and executive functions with the following statement:

> The management of law offices is not something in which even involved members of the community may be deemed to be competent.

From that point, the Court drew several conclusions attacking crucial elements of the legal services proposals.

First. In line with OEO guidelines calling for "maximum feasible participation of the poor" in programs developed for their benefit, the several proposals provided for up to one-third community representation on the various boards of directors. The Court rejected both the premises and practices of lay planning of legal services programs:

> . . . Such a corporation [should] be directly controlled and supervised by lawyers summarily responsible to the Court for the maintenance of professional standards.

Though it is apparently acceptable for boards of laymen to advise law corporations by "reviewing and addressing [themselves] to broad questions of policy," anything more offends the Court's view of its responsibility to supervise the conduct of the attorneys involved.

Second. Similarly, laymen cannot participate in critical executive functions:

> In any legal assistance corporation supported by federal antipoverty funds, the executive staff and those with the responsibility to hire and discharge staff from the very top to the lowest lay echelon, must be lawyers.

Exactly why that should be so we do not know; and exactly what evils such lay participation would spawn were never enumerated. Yet it is a puzzle to many people why the court cannot in any event supervise the conduct of lawyers who supposedly possess sufficient ethics and high enough judgment to respond in a responsible manner to questions of ethics arising from their practice of law.

Further, the Court disapproved of the proposed lay referral services, a use of laymen "to a degree never before countenanced." Yet most advocates of legal services concur in the necessity for affirmative efforts to bridge old chasms of mistrust in reaching the poor.

Third. The strenuous efforts of the Court to preserve the prerogatives of lawyers are misplaced. New projects conforming to the Court's standards might stifle that important ancillary effect of the programs — to help people achieve a voice in their own destinies. In other cities, such as Washington, D.C., and in some Southern communities where lay people sit on local poverty boards, the indigent have taken hope and inspiration from their activities.

In questions of the responsibility for hiring and firing it would seem that lay people could participate just as other non-lawyers already do in other types of organizations. Boards of directors examine broad questions of policy and direction; they will not invade individual representation and the integrity of the attorney-client relationship, which are protected by practicing attorneys who bear ultimate responsibility for the quality of their representation.

Though we cannot share the Court's distrust of "maximum feasible participation" Justice Breitel's opinion was not without legitimate objections to the proposals. The four applications were cumbersome; interlocking directorates and shared boards of directors for individual programs did create a sometimes confusing array of bodies with responsibility for planning and execution of legal services. CALS and NYLAC did provide for possible redelegation of authority to other programs, a proposal which raises legitimate questions of propriety and responsibility. Perhaps law offices under different sponsorship in the same neighborhoods could have resulted in conflict among the offices in the locality for loyalty of the community. Those seem to be legitimate questions which the Court raised.

But the opinion laid down dicta which to this writer's mind went too far. "The Court should not license more than one legal assistance corporation . . . in any one area, as large as a county or at least half a county." It is difficult to gauge the import of that statement. It might mean that in New York County the Court would sanction only one or two legal services programs under different auspices. Such a result seems unreasonable in light of the crowded, highly disparate, ethnic composition of the city. In such an area, different neighborhoods call for their own programs. The pride of individual communities and their geographical and social unity seem better served by separate programs, where clear lines of demarcation reflect the social realities of city life.

Though the Court cited and criticized an inadequate definition of the "interrelation between legal and social goals," that very mixture lies at the heart of the legal services concept and distinguishes it from analogous past efforts, such as Legal Aid. We can only hope that its next opinion does not take a similarly narrow view of legal services, and that the re-drafted proposals can conform to the Court's opinion without sacrificing their effectiveness.

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expression of his freedom from just such idols."

The Christian political witness is affirming and living the essential humanity of all in Christ in the midst of men's abdication of human life and despite the whole of death's assaults against human life.

The potential of such formulations as a motivation to social criticism and involvement on the part of the churches remains to be seen. The main impetus for recent commendable stands by bodies such as the National Council of Churches and the World Council of Churches is, instead, what Mr. Stringfellow refers to as a "simplistic social Gospel." It may be doubted, however, that formulations as esoteric and existential as Mr. Stringfellow's are suited to the major task facing the churches today, i.e., the moral re-education of their vast memberships to the possibilities of a more free and pragmatic society.

## CONTRIBUTE

The LSCRRC monthly newsletter-discussion medium is begun. We want a vital, national publication. We must have sensitive, thoughtful student contributions and suggestions. Send to:

LSCRRC NEWSLETTER
156 Fifth Avenue
New York, N.Y. 10010

## CALENDAR

The Rutgers LSCRRC chapter is sponsoring a conference on career opportunities for lawyers in Civil Rights and Civil Liberties in the month of February. Details will be announced.

The Metropolitan chapters of LSCRRC are holding a conference on Welfare Law the second weekend in March. One of the goals of the conference will be to formulate new plans for LSCRRC involvement in welfare law problems. If you wish to actively participate or offer suggestions contact, Stan Sinowitz c/o LSCRRC, 156 Fifth Avenue, New York, New York 10010.

Applications for Summer Interns are due by March 1, 1967. Any law student is eligible. Information may be obtained from local LSCRRC chapters or the National Office.

## SUBSCRIBE

In the future each chapter of LSCRRC will receive a *pro rata* number of copies of our publication. Those individuals who wish to receive monthly issues at their home addresses please send $1, or more, contributions to:

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Individual chapters are encouraged to systematically collect dollars and addresses.

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*v. Gates,* 75 F. Supp. 620 (N.D. Ind. 1948). Finding that the meetings were lawful and peaceful assemblies, the court held that the defendants under color of State authority had deprived the individual plaintiffs of their constitutional rights of freedom of speech and assembly. Similarly, police photographing of demonstrators may induce feelings of restraint, and intimidation justifying the issuance of an injunction.

The photography problem can also be analogized to the NAACP cases in which the United States Supreme Court found that the compulsory disclosure of membership lists and the legislative investigation of such lists constituted an undue restraint upon freedom of association. *NAACP v. Alabama,* 357 U.S. 449 (1958). *Bates v. Little Rock,* 361 U.S. 516 (1960). One purpose of the legislative inquiry was to discourage in a subtle way organizational activity which constitutionally could not be openly restrained. As Justice Harlan said, "It is hardly a novel perception that compelled disclosure of affiliation with groups engaged in advocacy may constitute [an] effective . . . restraint on freedom of association . . . inviolability of privacy in group association may in many circumstances be indispensable to preservation of freedom of association, particularly where a group espouses dissident beliefs . . . " 357 U.S. 449.

Although the government may inform itself for the protection of its legitimate interests, " . . . the views a citizen entertains, the beliefs he harbors, the utterances he makes, the ideology he embraces, and the people he associates with are no concern of government." See Justice Douglas' separate concurring opinion in, *Gibson v. Florida Legislative Investigation Committee,* 372 U.S. 539, 570 (1963). A state investigation may not infringe a private right unless there is a significant relation between the information sought and a subject of overriding and compelling state interest. The police officer has an interest in the individual demonstrator unless and until he does an illegal act. Once the law has been broken, or it becomes apparent that the law will be broken, the policeman has a right and a duty to focus his attention on the individual lawbreaker, and may even want to protect himself by taking photographs which could later be used to show that the arrest was legal. But, to photograph lawful demonstrators and to keep files on these individuals in the name of the public interest, one must assume that all demonstrations are likely to end in arrest, or that all demonstrators are prone to illegal activity; both assumptions are clearly erroneous.

Mass demonstrations and picketing are a prime outlet for social protest today. Because of the unpopular nature of the causes being publicized there will always be attempts to silence them. But the right to protest must not be stifled, either directly or by more subtle governmental interference.

**LAW STUDENTS CIVIL RIGHTS RESEARCH COUNCIL**
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February 24, 1967

Mr. Richard Huffman
Professor M. D. DeVito
Law Students Civil Rights Research
Council
Emory Law School
Atlanta, Georgia 30322

Dear Mr. Huffman and Professor DeVito:

It will be a week or so before we can determine whether or not we can respond favorably to your request. Certainly we would like to do so, since we share your feeling of the importance of this program.

With best wishes,

Sincerely,

Paul Anthony
Executive Director

PA/mmj

LAW STUDENTS CIVIL RIGHTS RESEARCH COUNCIL
EMORY LAW SCHOOL
Atlanta, Georgia 30322

February 22, 1967

Mr. Paul Anthony, Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Mr. Anthony:

We represent the Emory chapter of the Law Students Civil Rights Research Council. As the enclosure explains, our group of law students is a southern extension of what was a northern law students civil rights movement. We try to provide legal research for attorneys engaged in civil rights litigation throughout the year, with the major portion of our assistance being rendered through an internship program during the summer months. In an effort to expand our aid to attorneys and to create greater interest in civil rights activities in what is essentially a conservative student body, we are trying to place two law students with attorneys during the summer rather than one as was done last year.

To do this it will be necessary to obtain financial assistance from local (Southern) organizations. Our national cannot afford to support more than one student per chapter without a substantial contribution from that chapter. Approximately $700 will be required to pay one intern subsistence wages for his work during the summer. We should like to submit a request to the Southern Regional Council for that amount. We will be happy to meet with you at your convenience to more fully discuss this matter with you.

Sincerely,

Richard Huffman

Richard Huffman
Executive Chairman

Michael D. DeVito

Prof. M. D. DeVito
Faculty Advisor

RH:MDD:ecb

## History and Purpose of the Law Students Civil Rights Research Council

The Law Students Civil Rights Research Council (LSCRRC) was founded at Yale Law School in 1963. Since that time it has become a national organization with brances in forty law schools and a summer program involving 175 students. Formal organization of LSCRRC began after law students, individually and in small groups, left Northern Law Schools and came to the South to work in the civil rights movement. The students felt their work in future summers could be more effective if they coordinated their activities, and set up arrangements with attorneys prior to their arrival in the South.

As a result they set up an organization to facilitate year-round contacts between Southern civil rights workers and Northern law students. When the civil rights movement expanded and became active in the North and West as well as the South, LSCRRC began a Northern internship program to complement its Southern program. In 1966 then, the majority (110) of the summer interns were located in Northern cities (ghettoes) and rural poverty areas. Sixty-five interns were placed in the South, 60 of whom were paid subsistence wages by LSCRRC. (The remaining five used their own resources). Despite the size of the total number of students working, LSCRRC could not fill all of the requests for student interns which it received; there were 125 students ready to work as interns, but no money was available to pay them.

## Emory Chapter

The Emory Chapter was begun in the fall of 1966. The organization began with about 20 members, H. L. DeLung, M. Chanin, and R. Robinson served as the group's first Executive Council, and Prof. M. DeVito as faculty advisor. After the initial organizational period we sent letters to attorneys and organizations engaged in civil rights litigation advising them of our existence and offering research assistance. We received responses from two attorneys and the American Civil Liberties Union. We rendered assistance to one attorney (one attorney not needing our aid at that time) and to the American Civil Liberties Union, the latter on two cases and one report.

During the summer of 1966 one member of the Emory Chapter, Mr. Richard Huffman, worked in the Southeast Regional Office of the American Civil Liberties Union with Mr. Charles Morgan and Mr.

Laughlin McDonald. The summer internship program and the "typical" interns' activities are set out in the "Report on the Summer Internship Program" which is attached.

Fall of 1966 brought a decline in the size of the group to ten, all of whom however have been active participants. Work was begun and is continuing on approximately 50 case files from the American Civil Liberties Union. A freshman began culling the Georgia laws compiling a list of segregation statutes. The initial work has been completed, and we now will write opinions as to their constitutional infirmities and suggest methods of attack. [On completion, we plan to have a legislator introduce a bill to remove those statutes which are clearly unconstitutional. The project will also serve as a time saving tool for practicing attorneys.] As soon as we finish these two projects we intend to begin research on the question of the legality of rent strikes by the tenants of substandard housing in Atlanta.

The purposes of the Emory chapter of LSCRRC are to act within the law school community to encourage prospective lawyers to reaffirm the role of law as an instrument of social justice and as a vehicle for constructive social change as well as to provide research assistance to attorneys working with persons whose constitutional rights are being impaired or threatened, or persons who would not otherwise be able to receive adequate legal aid. The future activities of our chapter will be planned with the intent of carrying out these purposes.

# LSCRRC

Vol. 1, No. 1 December, 1966


## ALTERNATIVES Robert Cover

It is refreshing to find among classmates and acquaintances from other law schools many persons involved, to some degree, with the "movement." Certainly, it can hardly be said today that the only kind of law student is the man who wants a job with a good business firm, a secure niche from which to advance from raise to raise and title to title. The "movement" in the law school has, however, found few and narrow ways to manifest itself. The suggestions herein are meant as supplements to rather than replacements for the council program as it stands.

I. *The Law School as a focus of Action.* Much of the inequity in the operation of the law and the legal system can and should be traced to the law school. It is the law school which usually provides the prospective lawyer with his first realistic ideas of what the law is, where it is going, and where it ought to move. In this sense the law school profoundly influences the jurisprudence of the future. I dare say that many more students enter today's law schools with the idealistic image of themselves as modern Clarence Darrows than leave with such an ideal. While it is hardly disturbing to find that a professional school informs its students how to earn a living, it is disturbing that the structure rewards the corporation lawyer richly while neglecting the legal aid attorney, treated with such equanimity by administration, faculty and student body alike. One may need to be taught what the facts of economic life are; one need not be taught to like them.

A. Curriculum: Perhaps the most useful and realistic focus for attack within the law school is the traditional curriculum. Where advanced courses in civil rights law, poverty law (e.g. welfare, public housing, OEO) and civil liberties are not available students should demand such courses. Seminars should be offered in narrower areas of these fields. Columbia, for example, offers practical seminars in many quite narrow areas of commercial and corporate law (e.g. Oil and Gas, Securities Regulation), yet no seminars are offered in such important areas of social concern as narcotics regula-

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## Naden Becomes Associate Director

On November 21 Ralph S. Naden became the first Associate Director of LSCRRC. Mr. Naden, who was named to the post by the Director and unanimously approved by the Executive Committee, brings an impressive list of credentials to the position. He received his B.A. from Williams and Mary in 1963 and his LLB from NYU Law School in 1966. He is in the process of being admitted to the New York Bar as this article goes to print. He was active in the struggle for equal justice throughout his academic career. He helped conduct surveys into minority group representation in professional schools and housing discrimination against Jews in suburban Philadelphia under the aegis of the Jewish Community Relations Council. He was an intern in Fayette County, Tenn. in the summer of 1964. He was Chairman of the NYU chapter in 1964-65 and a member of the Executive Committee from January 1965 to March, 1966 where he actively participated in fashioning LSCRRC programs.

Through his past work, Ralph has gained a wealth of insight into civil rights and poverty problems and LSCRRC's potential to help solve them. The impact of his ideas is already being felt in the restructuring of several LSCRRC programs.

## A STATEMENT OF PURPOSE

*The editorial board has decided not to publish editorial comment. Since this newsletter is designed to stimulate discussion among all law students, the members of the editorial board will only express their views through signed articles.*

The publication of this newsletter is the combined effort of the central office of LSCRRC and a group of students in the Metropolitan area. Aside from its mundane purpose of informing the members of LSCRRC about the activities of other members, the newsletter should become a vital adjunct to the discussion of civil rights law. More than serving as a bulletin board for the LSCRRC community we want to stimulate public discussion.

Being a lawyer or law student concerned with the problems of civil rights does not mean a summer in the South or North, helping those denied their rights. It means asking how we as members of the legal profession can alter a legal system when it responds to power rather than justice. It means asking, for example, whether welfare law perpetuates inferiority; whether asking welfare recipients to justify their expenditures for a new winter coat or a pair of shoes to a twenty-two year old welfare worker fosters responsibility or dependency?

Are we willing to demand that members of our profession live up to a creative life in the law? Or are we more willing to accept our function as unquestioning technicians?

Until not many years ago equal protection of the laws meant that states could maintain dual segregated school systems. Because of lack of funds to pay for a transcript, indigent citizens could be prevented from lodging appeals in criminal cases. Persons not provided with

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counsel could be forced, cajoled or tricked into confession, whereas those citizens apprised of their rights by competent counsel would easily avoid the pitfalls of involuntary confessions.

The Federal Government even today justifies the suspension of federal funds to a Mississippi project aimed at equal opportunity because it is infiltrated by "black power people." Later, the same agency adopts a more sophisticated approach decrying inefficiency where the real reason is that political expediency has forced a retreat from the realization of constitutional rights.

Do we as law students have the right to insist upon the rule of law? Can we expect a federal system which vigorously pursues those civil rights and civil liberties guaranteed by our form of constitutional government? Can we be responsible professionals and refuse to confront the inelegant and controversial problems that we as professionals can see especially clearly? One remedy for the vindication of civil rights is open-ended ingenuous confrontation of the issues.

DAVID BRESNICK
PETER HONIGSBERG
MITCHELL HORNE

## Welfare Lawyers Panel

Ed Sparer, the Director of the Project on Social Welfare Law at Columbia University, has organized a group of private attorneys to meet the great need for legal aid among the many thousands of people on welfare in New York City. Since the panel itself is not large enough in relation to the need for legal assistance, several law students were asked to assist. It is the law student who makes the first contact with the recipient. As presently operating the lawyers handle only those cases which cannot be solved by the law students, and are assisted by the student in preparation of any legal writing.

Interested students should call Al Houseman at 777-2151 or Steve Nagler at 964-8210.

## CDGM SUIT CONTEMPLATED

*Reprinted in an abridged form from an article in the Nov. 21, 1966 issue of the Columbia Law School News.*

In a conference at Howard University Law School on November 13 and 14 students from several Eastern law schools presented memoranda on the relevant legal issues to determine whether a suit could be brought against the Office of Economic Opportunity (OEO) in response to the agency's decision not to refund the Child Development Group in Mississippi (CDGM). The suit contemplated by CDGM and other interested parties is being planned by Edgar and Jean Cahn. Mr. Cahn, former special assistant to OEO head Sargent Shriver, resigned his OEO position after the decision not to renew funds for CDGM's work in Mississippi.

The reasons given for the decision not to refund CDGM were alleged disregard of OEO guidelines, inadequate accounting records, excessive salaries, staff nepotism, work with adults unrelated to the Headstart purpose to help children, and refusal to encourage biracial participation. Shortly after the final decision in early October, a press release stated that the "true reason" for the decision cutting off funds was that CDGM schools had been "infiltrated by the Student Non-Violent Coordinating Committee (SNCC) and/or the Black Power crowd." At the present time CDGM, which was initiated as a Project Headstart subcontractor in May of 1965, includes 121 community centers in 28 counties in Mississippi serving 12,125 children and employing 2,272 persons, most of them poor.

The research on the suit was apportioned among LSCRRC groups at several law schools and coordinated by Bill Robinson, National Director. The Columbia group researched issues of remedies and due process. Students at Harvard researched the relevance of various sections of the Administrative Procedure Act. The Yale group researched property rights, disbarment and due process, and the First Amendment issue of defamation as a basis for challenge to administrative decisions. Georgetown law students were assigned research on administrative investigatory proce-

*(Continued on Page 4)*

## REPRESENTING THE UNREPRESENTED

*Editor's Note: The following note was adapted from an article in the Brooklyn Law School* Justinian *of October 20, 1966.*

Among the students at Brooklyn Law School who worked this summer in Harlem, Bedford-Stuyvesant, Brownsville and Selma, it was agreed that the hardest part of their job was gaining the confidence of the people of the community. "It takes a while," noted one student, "for you to establish the fact that you are there to give rather than to take and that your services will not be costly in money or dignity." The work of the students took them beyond their desks into the communities served by their offices and into the homes of the people they aided. The problem of legal services for the poor is more than finding a cause of action or a defense. These people have to be apprised of all their rights. A new pattern is being formed where community action groups both organize and encourage legal redress as the alternative to mob violence and rioting.

Two of the Brooklyn students assisted Don Jelinek of the Lawyers' Constitutional Defense Committee office in Selma, Alabama in a particularly interesting endeavor to provide legal services to those who

*(Continued on Page 4)*

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tion, immigration and naturalization law, practical administration of the criminal law (that is, the law as actually practiced in its effect on the vast majority of those accused of crimes, the law of the lower criminal courts in a large city), national security or selective service. In schools where large doses of corporate, tax and commercial law are required, attention should, perhaps, be focused on deleting such requirements.

B. Financial Aid: The usual kind of financial aid given to law students is loan or combined grant and loan. The accumulation of substantial debts while obtaining a legal education certainly contributes to the pressure upon many to procure lucrative employment after graduation. Investigation should be initiated to determine how to alleviate this hardship. Perhaps, some schools could offer loan-grants to persons who express an intent to enter a field of law of social importance which does not pay well.

C. Programs, Protest, Study Groups: Most LSCRRC chapters already have a Speakers Program. In addition to speakers, however, other means should be sought to present views and develop ideas. The law student is a potentially cognizable force in school, local and even national politics. The usual forms of protest used by campus groups and political forces should not be ignored — petitions, canvassing, letters, demonstrations and even civil disobedience where appropriate. Independent work for credit under systems such as the Columbia writing credit requirement can be utilized to provide man hours for the study of important problems. Several people can choose a large topic or a group of related topics — write on them for credit and use the results of the study for political purposes.

II. *The profession as a focus for action.* Most of us will be entering the legal profession soon. We have a legitimate interest in its operation. We have a particular interest in its criteria for admission.

A. Character Committees: Studies should be made of the bar character committees. Do those with wide discretion operate to exclude persons of radical or divergent political views? Are unconstitutional oaths required? Perhaps, even more important, what is the basic function of the character committee? If law students believe that radical views or affiliations may be injurious in confronting the character committee are such 'chilling effects" compatible with our constitutional system. Perhaps after studying the functions of these committees law students could institute a suit for declaratory relief to secure a judicial determination of this issue.

B. Legal ethics: Some thought should go into determining new canons of ethics in an age of *Miranda* and increasing focus on the needs of the poor. Just one example: Should the same criteria for barratry apply to a civil rights lawyer trying to find plaintiffs for a test case, for which he will receive no remuneration, as apply to a corporation lawyer trying to find a client for a stockholders derivative action, which will provide him with a substantial contingent fee?

III. *Broadening the Scope of Action in the World Outside.*

LSCRRC by its nature and the source of its funds must focus on only several of the possible areas for the use of legal talent in social change. Vietnam, foreign policy in general, the draft, forms of economic organization, radical approaches to tax policy, are just a few of the many possible topics that deserve consideration from a legal point of view by people competent in the law who hold radical views. Some of these areas can be the subject of consideration by chapters or individuals within LSCRRC. Others may require the development of either ad hoc or permanent organizations. It may even be sufficient that concerned individuals know how to find each other to band together for particular protest. Perhaps an international law counterpart to LSCRRC should be developed. In any event, we need to begin to think of ourselves as a force within the legal profession — a force standing not only for certain positions on specific issues, but for a posture favoring substantial transformations of our society.

# Civil Rights Unionism

**by David Kairys**

My summer iob with LSCRRC led to my association with the Maryland Freedom Union (MFU), an authentic labor union registered with the NLRB whose staff is predominantly made up of past CORE civil right workers. MFU organizes workers with the traditional goals of higher wages and better working conditions, but its methods and the shops it organizes are far from traditional. Since its limited resources do not allow long, expensive picketing campaigns, MFU relies on CORE and popular support to exert additional pressure on employers. Political pressures are also applied by the city government and "interested citizens" who see the express threat of another Watts behind each demonstration.

MFU's major project this summer was its attempt to organize Tommy Tucker Stores, a retail five and ten cent store. There were 33 Negro workers, some earning less than $.75 per hour. The owner was intransigent, refusing to recognize MFU, though the union had collected representation cards from about three quarters of the workers in only 2 weeks. After MFU and CORE picketed the store for three days, six pickets including the head of the CORE Target City Project were arrested. Finally the President of the City Council and the Police Commissioner called a meeting with MFU and the store management. After more picketing and more meetings, MFU was recognized. When I left for school, the contract was being negotiated and substantial wage increases had already been agreed upon.

I found MFU a very encouraging project. It is awakening the city, gaining popular support and participation in the slum community and demonstrating how effective use of limited power can lead to significant gains.

## CALENDAR

In the future we will be devoting this column to scheduled events concerning civil rights which may interest law students. Please send inclusions at least one month prior to the scheduled dates.

LSCRRC Conference at Wayne State University, Detroit date (tentative) last weekend in January.

## METROPOLITAN CO-ORDINATING COMMITTEE

A group of LSCRRC members from Brooklyn, Columbia, Fordham, NYU, Rutgers and St. John's law schools have met twice to consider ways to coordinate activities among the LSCRRC chapters in the New York metropolitan area. Out of these informal discussions have come a variety of proposals including encouragement of the LSCRRC newsletter, a tentative spring conference on welfare law, a co-ordinated attack on welfare problems in New York, and plans to begin informal discussion groups in the future.

*(Continued from Page 2)*

dures and the relevance of the Economic Opportunity Act. Students from George Washington Law School did a comparative study of grant procedures of selected administrative agencies. Howard students explored issues of procedural due process.

At the conference students were divided into four working groups and produced a consolidated memorandum of sixty pages. Dean Clarence Ferguson of Howard Law School addressed the conference on Sunday, November 13, and faculty members from participating law schools, including the dean of Notre Dame Law School, took part in a symposium the next day.

The complaint in the pending CDGM suit has not yet been filed. The decision whether or not to sue will depend partly on conclusions reached at the conference and partly on the result of discussions in the meantime between OEO and CDGM.

## STUDENT INTERNS

Law school interns provided substantial assistance *to the NAACP Legal Defense and Educational Fund, the Lawyers' Committee on Civil Rights Under Law and the Lawyers Constitutional Defense Committee which form the nucleus of civil rights legal aid in the South. There are also independent lawyers who request and are given law students for the summer.* Those interested in such programs in the South, or similar ones in the North, should contact the Chairmen of their local LSCRRC chapters, or the main office of LSCRRC.

*(Continued from Page 2)*

ordinarily cannot obtain them. The LCDC office concentrated on prosecuting cases under federal law. Removal petitions occupied a great deal of their efforts as did the "1983" actions which afford a civil remedy for abuses of federal rights under color of state law.

Representation also had to be supplied in state court proceedings since harrassment of civil rights workers often took the form of criminal prosecution by the local authorities. When assaults against these persons were not diligently prosecuted by the local county solicitors. a request would be made for the appointment, under Alabama law, of "special prosecutors."

The difficulty of obtaining legal representation among the members of the local bar, where civil rights issues are involved, has been the main stimulus for groups like LCDC. If responsible members of our profession like Attorney Jelinek continue their efforts, the Alabama courtroom may yet become a weapon for the realization, rather than the frustration, of constitutional rights.

[*In November, Don Jelinek was arrested for unauthorized practice of law in an Alabama Court. A suit was filed in the Federal District Court to enjoin state proceedings against Attorney Jelinek. On request of the District Judge the State Court postponed trial until after the issues are adjudged in the Federal Court.* — Editor]

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VOL. III LEGAL NOTES NO.1 JULY, 1966

## CONFESSIONS AND THE RIGHT TO COUNSEL OPEN MFY - LSCRRC SEMINAR SERIES

"Most cases are won or lost in the precinct house regardless of the protections offered the defendent at trial. Thus unless the Right to Counsel and the Priviledge against Self Incrimination are protected there, all of the formal protections offered in court are of little value." So stated Harold Rothwax, Legal Director of Mobilization for Youth and formerly Chief Trial Counsel in the Criminal Courts Division of the Legal Aid Society. The occasion was the first MFY-LSCRRC Summer Seminar for Law Students. (con't p.2 col. 2)

# >INTERNSHIP< PROGRAM UNDERWAY

### BAILEY REPORTS ON VALUABLE MISSISSIPPI FIELD BRIEFING

Greetings from Never,Never land. I arrived in Jackson on the 14th and the immediate task was to complete arrangements for the briefing session at Mount Beulah. Thanks to an error on the schedule dates most of the students arrived in Jackson on Friday or Thursday which allowed us to get together informally on Friday and afforded a tremendous opportunity for our interns to simply move around and meet and chat with the only experts they will have a chance to meet this summer, viz, poor people themselves.

On Friday night Henry Aronson brought around some beer and we all sort of stood around and talked. During the evening, several of us were struck by a seeming aloofness among our students. They seemed unwilling or unable to appreciate the uniqueness of Mt. Beulah and unable to understand why we had brought them there. That was Friday night -Saturday was a different story. It is no understatement, gentlemen, to say that the Saturday program was unnerving and unequivocal. For that's when I, Marian Wright, Henry Aronson, Al Bronstein, and Yoenida Blackwell tried to tell it like it was, hammering away at the fact that no matter what skills our interns brought to the south, they wouldn't be worth a hill of beans unless accompanied by the proper attitude, to wit, a respect for the dignity, worth,and equality of every black man, woman and child in Mississippi, or Alabama, no matter how poor or ragged or uneducated he or she may be. Let me assure you, the point was well made. That was the morning session -it is what the civil rights movement refers to as a "soul searching" session and no matter how unsophisticated such a session may be I think all of us there will agree that it was essential. (Con't on page3 col.1)

## INTERNS VENTURE TO INDIAN RESERVATIONS

In a way we are like each year's new models from Detroit-- longer and wider. The 1966 Summer Northern Internship Program is involved from Maine to California and into the South as far as Washington, D.C., Missouri and Arizona.

Certainly the highpoint of the expanded Northern Program is the Indian project. In areas like the "12 x 15 mile concentration camp better known to the public as an Indian reservation" -- as one OEO worker describes it -- interns are struggling with vast problems.

Lee Curtis, assigned to Ft. Yates, N.D., reported that he has been acting as defense representative in the Standing Rock Sioux Tribal Court. The court has jurisdiction over all persons in, and (con't p. 4 column 1)

matters arising on, the reservation with the exception of felonies. Most of the cases dealt with by the court fall under the vague heading of disorderly conduct. Thus far Lee has effected one settlement by persuading a complaining witness to withdraw her complaint and has with seemingly faultless trial skill persuaded the judge to dismiss the complaints in four assaults and battery cases where the complaining witnesses failed to appear.

## LSCRRC INTERNS STAFF WELFARE RIGHTS CLINIC

Welfare and related forms of public assistance potentially affect almost every poor person-Negro and white - in the country. Insuring that public assistance programs are administered as matters of legal entitlement rather than of administrative whim, and that claimants are treated with respect and dignity will help to change the attitude of helplessness of the poor. (con't p. 3 col. 2)

IMPORTANT REQUESTS FOR ASSISTANCE

## A.G.A. SEEKS BACKGROUND DATA FOR CERT. PETITION

I ask your assistance, if you have a few minutes.

The Court of Appeals for the Third Circuit, in a case titled Bauers v. Heisel, 3d Cir. No. 15277 decided en banc May 19, 1966, has just overruled its decision in Picking v Pennsylvania RR, 151 F.2d 240 (1945). Picking had held that a j.p. did not have judicial immunity in a suit for damages under the civil rights act, present 42 U.S.C. 1983 (1964). Bauers not only allows judicial immunity, but allows prosecutorial immunity: specifically, iy holds that a complaint alleging that a prosecutor wilfully prosecuted plaintiff as an adult, knowing that he was a juvenile within the exclusive jurisdiction of the juvenile court, was properly dismissed on the face of the complaint, by reason of prosecutorial immunity.

I am taking cert on behalf of Bauers. I think that it will make the cert petition more attractive (and help persuade the Court on the merits) if I can include in the document a series of examples of gross prosecutorial abuse of civil rights. I am looking for cases -- reflected in judicial opinions, in the general literature of the civil rights movement or of civil rights lawyering or in litigation records (with the case identified by court, number, date and present posture) -- which I can use for this sort of example. I ask you all to pick your memories and/or files -- insofar as you conveniently can -- and to send me what you remember or find Obviously, cases in which prosecutors wilfully brought proceedings in the wrong court (i.e., prosecuted adults as juveniles to deprive them of bail, or juveniles as adults to get them confined in a jail or the state prison in lieu of a juvenile facility) would be closest to Bauers and therefore most helpful; but I'll take any really abusive stuff. I am very grateful.

Many thanks! I know I impose on overburdened men, but the matter is important and I shall be appreciative a-plenty. As ever, Tony

From: Tony Amsterdam
Univer. of Pennsylvania
Law School
3400 Chestnut Street
Philadelphia, Pa. 19104

## CITIZENS CRUSADE SEEKS INFORMATION FROM INTERNS AT GRASS ROOTS

The Citizens Crusade Against Poverty, a private, nationwide organization which seeks to mobilize and coordinate efforts of private groups to maximize the usefulness of federal programs to combat poverty, has asked the Council for assistance in reaching out to organizations and leaders at the grass roots. The Crusade wants to know what programs or procedures they would like to be able to use, and what problems they face in dealing with the federal bureaucracy.

At the suggestion of Attorney C.B. King, for example, the Crusade is urging the Dept. of H.E.W. to include in the Freedom of Choice forms for Southern Negroes a snap-out carbon to be returned directly to H.E.W., to permit them to keep an accurate check on the number of Negroes seeking to go to "white" schools.

Interns are urged to send questions and suggestions as well as the names and addresses of local organizations and leaders to:
C.C.A.P.
2027 Mass. Ave., N.W.
Washington, D.C.

Confessions, (con't)

Richard Kuh, Secretary of the Combined Council of Law Enforcement Officials and formerly Chief Trial Council in the office of the District Attorney for New York County, agreed with the Rothwax proposition but countered by stating that historically those protections applied only to proceedings in a Court and that before the use of confessions was practically eliminated in the prosecution of accused criminals (See Escobedo v Illinois and Miranda v Arizona), the need for confessions in law enforcement, police abuses in obtaining confessions and the adequacy of state protections should be studied very carefully. Kuh suggested that such a study would probably establish a need for reexamination of, and possibly a Constitutional amendment limiting, the Priviledge against Self Incrimination.

Rothwax, however, insisted that as far back as 1914, in Weeks v United States, the Supreme Court had indicated its concern with Police overbearing the rights and the will of prisoners. This concern was repeated often in such cases as Wolf v Colorado, Mallory v U.S., and Mapp v Ohio but the practices continued with little if any action being taken by the law enforcement agencies or the states to stop them.

The discussion was followed by an active question and answer period between the LSCRRC interns and the speakers. The timeliness of the topic, the expertise of the speakers and the interest of the students gave support to the decision to expand the seminar series to eight sessions this year - twice the number held last summer. Subsequent sessions will explore " Divorce, Annulment, Separation Support and the Poor"; "Civil Commitment for Narcotics Addicts ", and " Developments in the Law of Insanity " as well as more familiar areas of Landlord -Tenant, Welfare and the Problems of the Poor Consumer.

## Bailey Reports (con't)

In the afternoon representatives from H.E.W., Civil Rights Commission, and the Equal Employment Opportunities Commission spoke on the H.E.W. guidelines for school desegregation, voting, employment discrimination, welfare, etc. They also distributed bundles of literature. A Dr. Anderson, Director of compliance for HEW in Mississippi saw fit to bring along with him about ten law students who were working with him for the summer, and all I can say is that you should have been there. Visualize about 40 of our interns sitting around the auditorium in slacks and sweatshirts and in walk about a dozen people from HEW, all immaculately dressed in their finest Brooks Brothers attire, attache cases under their arms. Dr. Anderson gave his speech, but he could not give any answers about what HEW was going to do to enforce its guidelines. Well that was bad enough, but then one of the HEW students stood up and criticized Mississippi Negroes for calling to task the Federal Government and complained that this only served to make their task in the Negro Community more difficult because it was generating local hostilities toward Washington. At this Henry Aronson blew the lid. He challenged them to produce results or get the hell out and I must say he did a beautiful job.

I point this out in such detail because this encounter complete with it's contrast, clearly illustrated to our students the akwardness of the existing federal approach and the primordial importance of avoiding a sterile and bureaucratized modus operandi.

Without exception, the comments I received from our students ( and HEW students ) were that the Mt. Beulah experience was of extraordinary value and those who came left with at least an alternative view of what they were doing and the very important nature of the task ahead. The orientation also afforded me an opportunity to meet and talk individually with each student and hopefully provided the basis for an amiable relationship for the remainder of the summer.

I could continue this for another hour or so, but because I'm anxious to go out and get a beer and because by now you ought to have some picture, albeit confusing, of what is going on down here in the land of milk and honey, I'll say, "Go well"

D'Army

---

## CONFERENCE TO EXAMINE LSCRRC PAST AND FUTURE

"The movement , Wither? The Council, Whether? and if so Wither? and Whether Together and Wither, Together or Not?" will be the "theme" of this year's Post-summer conference to be held in New York from August 26 to 28 will gather a panel of persons intimately familiar with various aspects of the Civil Rights-Civil liberties - anti -poverty movement and also with the Law Students Council. They will be asked to discuss, their views on the questions posed in the "theme" and to raise the difficult and important problems which they see arising out of those questions for the assembled members of the Council. Mayerson hopes to have all of the summer interns present as well as representatives from all 45 affiliates.

All interns are urged to plan now to attend. There will also be a meeting of The Board of Directors at which time decisions on the direction of the Council in the immediate future will have to be made.

---

## LSCRRC INTERNS (con't)

The problem is particularly acute in the South where Negro poverty is high and where Negro dependency is encouraged by the white power structure. Last summer, LSCRRC interns Diane Vivell and Al Katz began getting involved in these problems. It was the first time Southern Negroes had legal assistance in dealing with local welfare officials.

Realizing the potential impact of welfare, several decided to make a major effort in this area this year. The Legal Defense Fund set up a seminar for all law students working in Mississippi , and Ed Sparer, Director of the Center on Social Welfare Policy and Law at the Columbia School of Social Work prepared a manual on Welfare laws and procedures.

LSCRRC interns throughout the South are now deeply immersed in the problems of welfare applicants and recipients . " ...We've been having a big welfare compaign , teaching people about rights under welfare - how to fill out applications and ask for fair hearings," reports Mike Reiss from Lexington, Miss. "Welfare could be the biggest thing we do this summer."

Mal Gissen, has already been invloved in conferences with the Columbia, Miss., welfare dep't and the local MFDP regarding complaints by Negroes of unfair refusal or stoppage of benefits. Jim Whitney's work in West Point, Miss., involves handling problems directly and also working with people in the community who can take over after he leaves.

Albany, Ga., attorneyC.B. King has been involved with welfare problems for some time and presently has two cases pending before the Commissioner of HEW attacking the Ga., substitute father rule. He was assisted in the preparation of these cases by LSCRRC post-graduate intern Dennis Roberts, Ed Sparer, and the NAACP Legal Defense Fund. Interest in welfare problems is high in Albany, and with the assistance of a local minister, a regular welfare rights clinic is being set up and staffed by Attorney King's three LSCRRC interns, Bob Cover Chuck Lawrence, and Pete Haberfeld.

LETTERS FROM THE FIELD

Dear Al,
I've been working for Christians and Jews United for Social Action in Brownsville, Brooklyn for three weeks now. At the end of each day I find that I have learned more than I have helped and that I am frustrated because I cannot do more.

Last Monday a little baby died. His body remained in the apartment for two days, whereupon we called the Board of Health and they removed his body to the morgue. It remained there for nearly a week because the woman's welfare caseworker refused to OK money for a burial. The baby was buried only after the woman begged for money from door to door.

Last Tuesday I went to a state welfare hearing and saw two middle class, middle aged maidens, plus two middle class, middle aged men read section numbers at the "accused" violator. The "accused" who has been cut off since February, had no idea what the sections meant. Since the laws which govern the Welfare Department are only partially available, I too, had trouble understanding some of the regulations. What especially struck me was that while the white-haired, white woman read the charges at great length everyone was silent. As soon as the "accused" started to speak everyone started to play with keys or go looking through their wallets. The referree was the only one who appeared to be tuned in to the "accused"s" story.

Last Friday fifteen people came in with disposess notices and we all had to go by public transportation to then Landlord and Tenant Court. It took all day.

I will write you next week about one of the best ideas around - the City-wide Welfare Recipients League.

Sincerely, Ann Garfinkle

Presently, Ann Lousin has been assisting a Chicago judge make a study of judgment confessions in retail--installment contracts for the Illinois legislature. She will shortly return to her regular assignment at the Mayor's Commission on Human Rights.

Back in Philadelphia, Norman Pearlstein working for Prof. Amsterdam is researching the problem of denial of habeas relief for deprivation of constitutional rights because the defendant had acquiesced to his lawyer's plans to bribe a narcotics official; denial was based on the clean hands doctrine.

Rita Schwerner and William Bender, both assigned to the offices of Kunstler, Kunstler and Kinoy in New York, report that they have been researching in preparation for post conviction relief for Morton Sobell, convicted for espionage along with Ethel and Julius Rosenberg and who has served 15 of his 30 year sentence.

INTERNS VENTURE (con't)

In their initial report, Richard Jaffe, and Lee Cross detailed their first few days in Ft. Totten, North Dakota. Some of the problems they will face concern employment and welfare discrimination, a common bill of fare. However many of their problems will be in the day to day involvement with Indian life. To counsel, Jaffe and Cross must first understand and therein lies the real task for Indian life is separated from the rest of America by more than miles.

At the Philadelphia ACLU offices Judy Altschul is investigating the legal basis upon which to enjoin police from photographing peaceful picket lines and the use of these photographs in a file entitled "habitual demonstrators".

In N.Y., for MFY, Sarah Barlow has drawn up a habeas corpus petition for a man imprisoned for non-support; the petition being based on the denial of counsel at the non-support hearing.

This review was intended to deal generally with the interns' work. We intend to include this in each newsletter. More detailed attention will be given memoranda, briefs, and other material of significance at another place in the newsletter. Please continue to fill out your report forms as thoroughly as you have and remember to send us a copy of all research completed.

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See Emory Univ.

MEMORANDUM August 29, 1967

To: RHAlexander

From: PAnthony

Ruthie,

Please draw a check in the amount of $300 for scholarship aid for Mr. Lenwood Jackson. It should be made out to Mr. Jackson in care of Professor Michael DeVito.

(~~R&~~(Please charge this to the Voter Education Project -- from the Special Student grant from the New York Foundation)

Jice
Emory University

✓ VJ
mj-file

August 29, 1967

Professor Michael DeVito
School of Law
Emory University
Atlanta, Georgia 30022

Dear Mike:

Enclosed is our check for $300 representing a scholarship from the Council's Voter Education Project to Mr. Lenwood Jackson. Would you be good enough to see that he receives this? I trust you have no complications in handling this, but I felt it would be best it it went through you. If, however, this presents any problem, send it back and we will take care of it.

Hope you had a good summer.

Sincerely,

Paul Anthony
Executive Director

PA/mmj
Enclosure - 1. (Check; $300.00)
cc: Mr. Richard Huffman
Mr. Lenwood Jackson

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LAW ASSISTANT

August 21, 1967

Mr. Paul Anthony
Southern Regional Council
5 Forsyth Street
Atlanta, Georgia

Dear Mr. Anthony:

This letter is to confirm our conversation in late May regarding a $300 scholarship to be paid by the Southern Regional Council to a Negro Law student if the Emory chapter of the Law Students Civil Rights Research Council were able to obtain a position for him with the City of Atlanta.

We have placed Mr. Lenwood Jackson with the City of Atlanta's Planning Department. He is working as a Community Improvement Program Investigator which includes drafting changes into the Atlanta Housing Code and Zoning Ordinances along with other responsibilities. Mr. Jackson's home address is 837 Clifton Circle #3, Atlanta, Georgia.

Unfortunately we were not able to place any other Negro law students in similar positions. However, we were successful in arranging for fourteen other law students (including two Negroes) to work in summer jobs related to Civil Rights.

We appreciate very much the interest which you have shown in the Emory Chapter of the Law Students Civil Rights Research Council. We hope that you will be able to continue to assist us in bringing law students to an active participation in the Civil Rights Movement.

Sincerely,

Richard Huffman

Richard Huffman
Past President

cc: Professor M. DeVito, Faculty Advisor
Mr. William Gignilliat, President

RH/dbj

See Emory file.
Cc: ref: VCP - funds from
ref. for
scholarships for:
1. Wendell Bush $300.00
2. Bernard Parks
3. Ken Hornsby - $100.00
4. Bill Sugrillist - $100.00
5. Pat Meyer - $100.00
Lynwood Jackson - $300.00

September 26, 1967

Mr. Michael D. DeVito
Assistant Professor of Law
Emory University Law School
Emory University
Atlanta, Georgia 30322

Dear Mike:

Enclosed are two checks for $300.00 each representing scholarships for Wendell Bush and Bernard Parks. Please pass them on to them with our best wishes.

Incidentally, we will probably want to do something for our other students who worked here this summer. If so, I will be in touch with you shortly.

Sincerely,

Paul Anthony
Executive Director

PA/km

Enc. - 2

September 26, 1967

Mr. Michael D. DeVito
Assistant Professor of Law
Emory University Law School
Emory University
Atlanta, Georgia 30322

Dear Mike:

Since writing the enclosed, we have made a decision about the other students. Enclosed are checks for $100.00 each for the other students who were with us - Kenneth Horwitz, William Gignilliat, and Pat Meyer.

Sincerely,

Paul Anthony
Executive Director

PA/km

Enc. - 3

September 26, 1967

MEMORANDUM

TO: Ruth Alexander

FROM: Paul Anthony

Please make these checks to the Emory students and mark them from scholarship VEP account #323.

PA/km

Enc. 2

EMORY UNIVERSITY
ATLANTA, GEORGIA 30322

SCHOOL OF LAW

September 20, 1967

Mr. Paul Anthony
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Paul:

Pursuant to our conversation of September 19, I am verifying the employment of Mr. Wendell Bush with the City of Atlanta during the Summer of 1967.

Mr. Bush was employed with the Department of Sanitation in a clerical position and was responsible for some administrative tasks.

I hope that the placement of Mr. Bush in this capacity with the city will qualify him for the scholarship assistance he so urgently needs.

Again, I wish to thank you and your organization for your wonderful support of some promising young men. I believe that these men will, in the near future, contribute significantly to their society.

Sincerely yours,

Mike

Michael D. DeVito
Assistant Professor of Law

MDD:jg

file
Emory Univ.

October 2, 1967

Dr. Ben F. Johnson
Dean
School of Law
Emory University
Atlanta, Georgia 30302

Dear Dr. Johnson:

Thank you very much for your thoughtful letter.

We enjoyed the opportunity of working with your students this summer and are happy that we are in a position to be of a little financial help. You and the Law School are to be commended on your effective program.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

EMORY UNIVERSITY
ATLANTA, GEORGIA 30322

SCHOOL OF LAW

September 29, 1967

Mr. Paul Anthony, Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

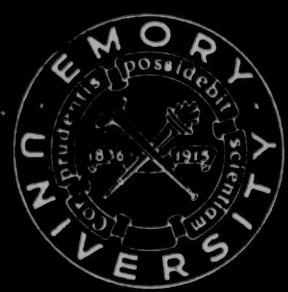
Dear Mr. Anthony:

Professor DeVito has just reviewed with me what the Southern Regional Council has done in the way of scholarship money for six of our students as a result of their summer activity, and I hasten to add my word of appreciation personally and on behalf of our School for this. I feel sure Mike has kept you informed about our programs which overlap your fields of interest so that there is no need for me to bring you up to date about these. Let it suffice to say that we appreciate very much the opportunity to work cooperatively with you and if there are other ways we may work with you, please let us know.

Sincerely yours,

Ben F. Johnson
Dean

BFJ:AC

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Appointments will be announced April 1.

For application blanks and additional information address:

MACK B. STOKES, Chairman
EMORY UNIVERSITY
ATLANTA 22, GEORGIA

**EMORY UNIVERSITY**

**INTER-OFFICE MEMORANDUM**

MEMO TO _____ SUBJECT _____

FROM _____ DATE _____

17 Sept

Harold:

The enclosed is the galley proof on the article. They cut my paper to the bone. But there was nothing to be done about it. I have okayed the proofs and the title (see last galley).

Please return at your convenienne.

PROFESSOR ARTHUR S. MILLER
EMORY UNIVERSITY LAW SCHOOL
EMORY UNIVERSITY, GA.

**DON'T SAY IT - WRITE IT**

Memo to MJ: Please call Ross Green, Emory University, and confirm his ability to meet with Alan D. Ferguson and John Scanlon of the Ford Foundation at 11:00 a.m. Wednesday, February 23.

PA

Here?

Journal of Public Law

PROPOSAL

ROUND TABLE ON EFFECT OF THE

SOUTH CAROLINA SCHOOL SEGREGATION DECISION

A round table on the actual effect of the decision on the South and nation, to be published as soon after the decision as can be done, with scholarship and authority as requisites.

1. Effect on statutes, city ordinances, administrative regulations.

2. Effect on common law actions in courts.

3. Effect on business; effect on the economy of the region (short and long term).

4. Effect on labor unions, and on labor.

5. Effect on Negro employees--will there be more jobs? (Omit teachers here; include editors, doctors, lawyers, workers, waiters.)

6. Effect on Negro private schools and colleges, and on Negro teachers.

   a. Poorer prepared Negro teachers (school and college).
   b. Qualified Negro teachers (school and college).

7. Cost in buildings and additional teachers, and of better qualified teachers.

7A. Where is this money to come from?

8. How long will it take to put decision into effect completely?

9. Problems of teachers, principals, and superintendents in effecting the decision.

10. Effect on the education the white child will get. The Negro.

11. Side effects of the decision--other institutions, customs, practices, laws, etc.

12. Social problems involved and how to meet them.

13. What sort of society will evolve? (Say in 50 or 75 years? Thus, will we have a social revolution, and if so, what kind?)

14. Effects politically--on political institutions, parties, voting, getting out the vote--will Negroes vote as a bloc or will going to same schools as whites counter such?

15. A discussion of the problems and effects--long term--in round table fashion by a group of non-experts--journalists, preachers, lawyers, teachers, writers (novelists, poets--), practicing doctors, labor union leaders, business men--all carefully chosen for ability to speak in reasoned fashion and without "emoting." The choices here would be guided by purpose of achieving a balanced group of varied opinions--thus, not weighted in advance to give a desired result. An intelligent but varied group to discuss an important problem.

16. Social and personal problems of Negro and white children, especially former, if in same school--short term, and long term.

17. A frank discussion of fussy problems which will come up:

    a. Does equal mean that the ratio of white or Negro teachers in a school ~~system~~ must correspond to ~~the population~~ of the group, or merely that teachers will be chosen for ability without regard to color?

    b. Separation of pupils according to prevailing local practice regarding ability or special needs--will entrance of Negro create new problems in execution of such policy?

18. Does the decision require, in effect, FEPC in the hiring of teachers? (Treat with No. 1.)

19. Discussion of the problems other areas have had in ending segregation in schools and lessons therefrom.

20. What is equalization? Legal conceptions. Economic conceptions. Sociological conceptions. Problems and dangers.

File - Clinton Gardner, Emory U.

# A PROPOSAL FOR A STUDY OF THE IMPACT OF DESEGREGATION ON THE CHURCHES IN THE SOUTH

I. Its primary focus will be upon the Methodist Church, but it will also involve a study of other denominations.

II. Its major emphasis will be upon the impact of the movement toward desegregation upon the South, but it will also involve a survey of what is taking place in religious bodies in other parts of the country.

III. The proposed study will seek to answer the following questions in particular:

1. To what extent has desegregation been achieved in the various denomational structures (conferences, assemblies, boards, agencies, church-related institutions, etc.) of the churches?

2. To what extent have denominational officials and ministers involved themselves in the issue of race relations?

3. What influence has the race question had upon the selection and discharge of ministers?

4. What pressures have been brought to bear upon ministers and the denominational leadership in this regard?

5. To what extent have lay movements been organized to oppose desegregation? What methods have they advocated and used?

6. What has been the role of the churches in relation to the closing of the public schools?

7. What techniques and methods of cooperation and integration have been used in specific situations? An analysis of selected churches in different denominations would be included.

8. What are the goals of the Negro with respect to American religious life?

Contents for Special Issue

of Journal of Public Law

1. The Legal Background Davis
2. Growth of Bi-Racial Education in U. S. Bond (Fisk group)
3. Economics, Population, and School Attendance (Swanson, et al.?)
4. Higher Education (covering private and public) (CBJ)
5. Pros and Cons of Segregation
6. ? Community Studies
7. School Patterns in the South ~~and the Impact of~~ in the light of Court Decision Fleming + JAG?
8. ? The Impact of Court Decision on Negro Teachers
9. The Byrnes Plan
10. ? The Ashmore Project
11. Washington??
12. Case Itself--Legal View MBA
13. Appendix--Present Laws on Segregation
14. General on Growth of Integration (Odum)

JOURNAL OF PUBLIC LAW

Contents of Special Issue on the South Carolina Segregation Cases Now Before the Supreme Court, To Be Published After the Decision Has Been Handed Down

1. Introduction.
2. The decision itself--legal view. Effect on present laws and ordinances. What the decision says and does not say.
3(A). A disucssion and analysis of the various plans being proposed for evasion if the Supreme Court bans segregated schools. (Georgia plan, South Carolina plan, etc.) To be discussed in legal terms.
(B). One or two lawyers to be invited to comment on the above article, these being chosen with a view of diversity of opinion.
4. A round table on what is equalization. Pros and cons; problems and dangers. Problems of democratic conception of equalization.
   a. Legal conception. (1 or 2 articles.)
   b. Economic conception. (1 article.)
   c. Sociological. (1 or 2 articles.)
   d. Three or four men to comment on above articles in round table fashion.
5. Article on legal background of the whole segregation concept, and of the present case. (Not do if find existing literature sufficient.)
6(A). The decision in terms of economics (costs, teachers, buildings, etc.) (1 article.)
(B). The decision and population problems. (1 article.)
7. Existing school patterns in the South and in light of the decision. (1 article.)
8. The effect of the decision on Negro schools--public and private. (1 short article.)
9. How long will it take to put the decision into effect? (Legal, social, practical.) (2 or 3 short articles.)
10. Public school study--picture of education in the South--problems connected with biracial schools; problems of administration that will arise. (1 article.)
11. Effect of the decision on other institutions, customs, practices, etc. (Include religious institutions.) (1 or 2 articles.)
12. Discussion of Negro-white interaction and the problems of dissegregation. (1 article.)
13.
14. What sort of society will evolve, say in fifty or seventy-five years? Thus, will we have a social revolution, and if so, what kind? (1 or 2 articles.)
15. A discussion of the present and long term social and personal problems and effects, in round table fashion, by a group of non-experts (journalists, preachers, lawyers, teachers, writers, practicing doctors, labor union leaders, businessmen, etc.), all carefully chosen for ability to speak in reasoned fashion and without "emoting." The choices here would be guided by purpose of achieving a balanced group of varied opinions--thus, not weighed in advance to give a desired result. An intelligent but varied group to discuss an important problem. (6 to 10 writers.)

MAJOR FEATURES OF THE PROPOSED PROGRAM
for THE ATLANTA CENTER OF THE
EDUCATION IMPROVEMENT PROJECT

Rose Rice
file
Emory University

I. General Structure

(a) The local sponsors of the project are Atlanta University, the Atlanta Public School System, and Emory University.

(b) The project will be run by a director under the guidance of a Center Committee eith the help of an Advisory Committee drawn from the Community.

(c) Three elementary schools and one high school serving an underprivileged Negro area in the city along with the four colleges associated with Atlanta University will participate in the project directly.

(d) The two universities will supply consulants, develop and offer teacher training programs and offer courses to project students where appropriate. In most cases consultants will run teacher training programs.

(e) The project will include preschool, elemenrary, secondary, college, and teacher training programs.

III Preschool Program

(a) Initally the school system will sponsor pre-kindergarten summer slasses for children 3 to 5 years of age.

(b) Running concurrently with these classes will be a workshop for teachers devoted to techniques for the prereading instructtion of children from culturally deprived backgrounds.

(c) If the space problem can be solved similar classes during the regular school year may be added.

(d) Mothers will be invited to learn to act as helpers in the classes and evening classes will be offered to the parents.

(e) Each class of about 15 students will have either two teachers or one teacher and two college (or high school) student assistants drawn from the schools in the project.

III. Elementary

(a) Added to the staff of each school will be: a counselor, a remedial reading specialist, a social worker, a speech therapist, a director of supplementary activities (see below).

(b) The school will be open for afternoon and evening activities for both children and adults. Under supervision of the director, college and high school students will be employed to supervise study halls and the library and run clubs and activities for the children. He will arrange evening courses, activities and events for adults in the neighborhood.

(c) The library collection and the supply of audio-visual, programed, and other special instructional materials will be increased.

(d) The school staff will develop ways of working more closely with parents.

(e) The school system will employ 30 teacher aides in these schools.

(f) A mobile reading clinic with two remedial specialists will serve all of the project schools.

(g) The lunch room program will be expanded so that all children who need it will get both breakfast and lunch.

IV. High School

(a) Added to the staff will be:

1. Six counselors (making a total of nine - one to be named ditector of counseling services). Cooperation with parents will be stresses.

2. Two reading specialists.

3. A speech therapist.

4. A director of afternoon and evening programs.

(b) Afternoon and evening programs similar to those in elementary schools, but on a much larger scale, will be offered. The evening school currently in operation will be part of this program.

(c) Library and other instructional resources will be offered.

(d) Ten teacher aides will be employed.

(e) Additional space to permit proper use of added personnel will be provided via mobile classrooms.

(f) Selected students in the top two grades will be given scholarships (10-12 a year).

(g) College students will be employed as tutors after school hours for able students needing help in academic subjects under the direction of teachers.

(h) A special program for the least able and least successful students will be developed.

(i) The school will develop flexible scheduling arrangements partly by extending the hours that can be scheduled.

V. College

(a) A prefreshman summer program for about 100 selected students emphasizing broad reading, study-skill improvement, and cultural enrichment.

(b) Summer programs especially for upper classmen emphasizing both study and work opportunities in other parts of the country.

(c) Additional scholarships.

(d) An intercollege student activity program run by a student committee which would include representatives from all the colleges in the city interested in participation. The purpose is to increase contact between students at the several colleges.

(e) A subsidized store near the Atlanta University campus which would build an especially large collection of inexpensive books, prints, records and the like.

(f) A speech improvement program for students, especially prospective teachers, will be started at Atlanta University.

V. Summer Programs

(a) The elementary schools and high schools will offer six weeks of half-day summer classes for children, preschool through grade 12. It is expected that as many as three-fourths of the eligible elementary children will attend, and a bit less than half of the high school students.

(b) The full staff of the elementary schools and half of the high school staff will be employed for eight weeks at $800 each.

(c) The program will include extra individual attention and extensive field trips as well as the full range of course work.

VI. Teacher Improvement

(a) Summer institutions and workshops for teachers will be run for eight weeks in cooperation with the summer school program. Teachers will be on a full time basis for all eight weeks.

(b) The topics emphasized will vary from summer to summer, but will be continued study topics through the school year.

(c) Elementary faculty members will study given topics (e.g. reading, mathematics, new instructional techniques) each year as a whole unit.

(d) University faculty members will serve as full-time instructors and consultants for the summer programs and continue throughout the academic year on a part-time counsulting basis.

(e) Grants for full time study will be offered to about seven teachers each year. Teachers eligible for sixth year study will be given preference.

(f) Once the project program is well established, both universities will begin to give experience in these schools to selected students in their teacher education programs to develop teachers particularly interested in working in schools serving culturally deprived children.

Five Programs On

"THE PUBLIC SCHOOL SITUATION"

A Study Sponsored by the Official Board

Assisted by Commission on Christian Social Relations

Glenn Memorial Methodist Church

Atlanta, Georgia

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I - "RELIGIOUS FOUNDATIONS OF CONCERN" - A Panel - February 1, 1959.
Moderator - Rev. James W. May, Assistant Professor, Church History, Candler School of Theology.
Dr. Theodore Runyon, Assistant Professor Systematic Theology.
Dr. Theodore R. Weber, Assistant Professor, Social Ethics.
Dr. Franklin Littell, Professor, Church History.
Mr. Edward M. Vinson, Member Official Board. Atlanta Business Man's Point of View.

II - "LEGAL ASPECTS OF THE SITUATION" - March 1, 1959.
Speaker - Mr. James A. Mackay, Representative, Georgia General Assembly, Member of Official Board.

III - "HISTORICAL BACKGROUNDS OF THE SITUATION" - March 15, 1959.
The History of Public Education in Georgia
Speaker - Dr. Judson C. Ward, Jr., Vice President and Dean of Faculties, Emory University.

IV - "SPECIFIC PROBLEMS OF THE SITUATION" - March 22, 1959.
Speaker - Mr. Jim Cherry, Superintendent, DeKalb County Schools.

V - "ARE PRIVATE SCHOOLS ACTUALLY AN ALTERNATIVE TO PUBLIC SCHOOLS?" - Their Cost - April 12, 1959.
Speaker - Dr. Warren E. Gauerke, Associate Professor of Teacher Education, Emory University.

## REASON FOR THE STUDY

From METHODIST CHURCH DISCIPLINE - Page 2028

"The Methodist Church is committed to the Public School as the most effective means of providing common education for all children. We hold that it is an institution essential to the preservation and development of our true democracy.... We, therefore, call upon our people to acquaint themselves with the program and problems of the public schools."

From THE METHODIST SOCIAL CREED

"The Methodist Church must view the perplexing times and problems which we face today in the light of the teachings of Jesus. Jesus taught us to love our neighbors, and seek justice for them. To be silent in the face of need, injustice, and exploitation is to deny Him.... We believe that sin, both individual and social, stands under the judgment of God, and that the grace of God in Christ is available for redemption in all areas of life as we seek in penitence and obedience to do His holy will."

PROGRAM I

"THE PUBLIC SCHOOL SITUATION"

A PANEL ON

RELIGIOUS FOUNDATIONS OF CONCERN

This document consists of shortened statements from a panel discussion, the first of five programs devoted to a study of The Public School Situation, sponsored by the Official Board and planned by the Commission on Christian Social Relations of the Glenn Memorial Methodist Church, Atlanta, Georgia. This session took place on the afternoon of February 1, 1959.

Rev. James W. May, the moderator, is assistant professor of Church History, in the Candler School of Theology of Emory University. Panelists from the Candler School of Theology were Dr. Theodore R. Weber, assistant professor of Social Ethics; Dr. Theodore Runyon, assistant professor of Systematic Theology; and Dr. Franklin Littell, professor of Church History. The fourth member of the panel was Edward M. Vinson, a graduate of the Georgia Institute of Technology and an Atlanta business man.

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# "RELIGIOUS FOUNDATIONS OF CONCERN"

REV. JAMES W. MAY, PANEL MODERATOR

REV. MAY: When I was asked to moderate this panel I gladly accepted, not because I feel any particular competence in this area, but because, like all of you, I am concerned about my children's education, and because I want to learn more about my Christian responsibility. I am deeply convinced that this great problem has to be discussed in the Church, and that one of the reasons we have handled it so poorly is that we have not been willing to discuss it in the Church.

Now, to be sure, there are many who already have earnestly sought the Christian answer. Many, for instance, have turned to the Bible; but this has often led only to confusion, for different people have found differing answers in the Bible. As a matter of fact, this has often been the case down through history, and the Church has found helpful guidance from Scripture only as it has been willing to discuss openly and honestly what the Bible teachings say to us on specific questions in specific situations.

In other words, if we are to find the mind of Christ on the public school question here and now, then we must be willing, as the Church, to "talk it out", and to run the risk of stepping on one another's toes, so to speak. This is precisely what the Church at its very finest has always done. Therefore I think it highly significant, and in a great tradition, that your Official Board, acting on the suggestion of your Commission on Christian Social Relations, has said that we ought to discuss this as a Church.

When the New Testament Church faced one of its most perplexing problems - so the Book of Acts tells us - "they had no small discussion and debate." But they talked it out, and issued their report, which began: "It seemed good to the Holy Spirit and to us..." No small discussion, to be sure, but under the guidance of the Holy Spirit they found answers!

That is where we begin. If we are to find the mind of Christ, the Holy Spirit must direct us. Indeed, if we do not look for the guidance of the Holy Spirit, then we are not the Church! Moreover, if the Holy Spirit does direct us, in this and succeeding discussions, then we will find answers.

The topic assigned to this panel is "Religious Foundations of Concern." Our task is not to bring more information about the public school crisis as such. Nor is it to suggest a program of action. There will be other discussions to handle those topics. Our own purpose is rather to consider some questions which are basic to all the discussions. Why, for instance, must the Church discuss these issues? What happens to us when we know what we should do, and yet never manage to get started on it?

We have some able panelists: Dr. Theodore Runyon, assistant professor of systematic theology in the School of Theology; Dr. Theodore R. Weber, also of the School of Theology, and a native of Louisiana, who is assistant professor in social ethics. Dr. Franklin Littell has recently come to us from an assignment which brought him into intimate contact with educational

problems in contemporary Germany. Dr. Littell is professor of church history. Mr. Edward M. Vinson is a member of this church, a native of Georgia and an Atlanta business man.

The gentlemen may not agree on all things. But each of them is a devout Christian seeking God's guidance; and it is in that spirit that we hear them.

# "RELIGIOUS FOUNDATIONS OF CONCERN"

DR. THEODORE RUNYON, PANEL MEMBER

I'd like to raise just one question: - Why is it that the Church keeps prodding us about this issue? Why does she continue to disturb our consciences with regard to it? I think many of us have discussed the problem of integrated schools vs. segregated schools so much that we have tired of it. We would prefer to let it rest for awhile, and perhaps come back to it at some future time. It seems to me, however, that there is one basic, fundamental reason why the Church must keep prodding us on this issue and it is this reason which I would like to discuss briefly. I believe our junior senator, Herman Talmadge, pointed to it in his speech before the Senate this past week when he said that "with the exception of seeking the salvation of his immortal soul, man has no greater responsibility than seeing that his young are educated to the fullest extent of their abilities and are equipped spiritually and intellectually to achieve mankind's highest destiny."

Now that to which I should like to call your attention is the first line: - "With the exception of seeking the salvation of his immortal soul...." In other words, what our Senator said was that the most important thing - more important than schools, more important than anything else - is the salvation of man. This is our greatest responsibility and all other responsibilities come after this. Who is it that saves man? Do we? No, we do not. But there is one who does, namely, God. And so what Senator Talmadge is saying is, in effect, that the most important thing - more important than anything else in this world - is our relationship to God. This is the Church's message. But what is the nature of our relationship to God? Is it a private one? Do God and I form a closed corporation? No. According to the Bible, the relationship to God always includes the relationship to the neighbor. You never have one without the other. The commandment as given by Jesus, "Thou shall love the Lord thy God and thy neighbor as thyself," is basically one commandment, not two. The second is "like unto it" - equal with it, essentially related to it - and these two go together; one can never be separated from the other. The Bible says some other things that are even stronger, such as: "How can a man love God whom he has not seen if he cannot love his neighbor whom he has seen?" And so the Bible leads us to recognize that basic to our relationship to God is our relationship to our neighbor. And, if this is the case, then our eternal salvation depends upon this relationship to our neighbor.

The relation to our neighbor is one of love. This is what we find all through the New Testament. What is "love"? Paul says "Love seeketh not her own." In other words, love seeks for the best for the other, for the neighbor. And it seeks for the best for the neighbor without counting the cost involved. This is precisely what is meant when we talk about God's love toward us - the love in which he gives Himself, gives His Son, without counting the cost. And this is a love which God does not restrict just to Himself, but this is the love which God demands of every Christian - the same kind of love as that which He exhibits toward us. He calls us to act in the same way as He acts, - to love our neighbor without counting the cost. Now perhaps we are not ready to do this, perhaps we are not ready to respond to His love, perhaps we do not want to make the sacrifices that are

involved. But then let us have the integrity to admit what we are doing, to admit that we are sinners, to admit that we are going against God's will and breaking our relationship with Him, and to admit, therefore, that we are in fact endangering our own eternal salvation.

Recognizing this, however, we must admit that we dare not ask the Church to avoid this subject, for the Church has our eternal salvation at heart. This is her business. And the Church knows that the judgment of God continues - even when nothing is said about it. Therefore, She must be the voice of God, She must continue to warn us and to prick our consciences, always hoping that we shall respond, always hoping that we shall change. We must not silence the voice of the Church, for, when we silence Her voice, when we silence the voice of God, as He would seek to speak to us through the Church and the Bible, then we have, in effect, cut off the relationship completely and sealed our own damnation!

Allow me to conclude by underlining once again the thought expressed by Senator Talmadge, "the salvation of his immortal soul," the right relationship to God, is man's first responsibility - our relation to God is the most important thing. And just because it is, the Church must continue to prick our consciences on this issue and continue to prod us until we are ready to make the necessary sacrifices that it will take to do the will of God. Our eternal salvation is at stake.

# "RELIGIOUS FOUNDATIONS OF CONCERN"

DR. THEODORE R. WEBER, PANEL MEMBER

"The Ministers' Manifesto and the Public School Crisis"

Dr. Runyon has suggested that the Church must speak with the voice of God. The question which I raise is whether the Church will be heard and heeded whatever may be the voice with which it speaks. My approach to the question will be a case study of one recent attempt of some members of the churches to speak in unity of witness on the very problem which we are examining in this group.

All of us are familiar with the second so-called "Ministers' Manifesto," signed last autumn by 311 clergymen of the Atlanta area. One of the central aims of this action was to preserve the public schools of Georgia, even at the cost of some racial de-segregation. This manifesto is a good case for examining the effectiveness of a church proclamation, for its publication was followed in a few months by a session of the Georgia legislature devoted primarily to the public school question. The legislators knew of the existence of this document. In fact, many of them had taken occasion to denounce it. Furthermore, most, if not all, of the legislators were church members. In other words, this combination of circumstances provided almost a laboratory setting for testing the ability of a church pronouncement to affect a public decision.

No professional political analyst is needed to explain to us that the manifesto failed completely and dramatically to produce through legislative action the desired end. The landslide vote of both chambers for school closure as an alternative to desegregation meant that if the legislators' arms were twisted, it was not by the action of the Atlanta ministers.

Because we are concerned with the general question of effectiveness of church pronouncements, we want to know why this one failed. The question is, of course, a very complex one, and it may be that no fully adequate answer is possible. Nevertheless, we can attempt some diagnosis of this case, and our inspection will reveal that some of its problems were primarily moral, and others primarily political.

The first limitation of the moral effectiveness of the manifesto is the refusal of many persons to recognize this kind of action as legitimate ministerial action. Legislators who wanted to disregard the manifesto could, as many of them did, dismiss it as a case of ministers meddling in politics. In such fashion their consciences as churchmen and political leaders were insulated against the moral character of the appeal.

The second moral limitation was in the ability of the legislators to draw moral justification for their action from a particular historical order of values known as the "southern way of life." That the manifesto rested its case on the Christian tradition and the values of American democracy was somewhat beside the point. From the legislator's standpoint, the "sacred values of our southern way of life" were the only admissible criteria for guiding action. Whether the legislators believed that their actions were in accord also with Christian tradition and American democracy is another question. Very likely most of them sensed no real conflict, and

may perhaps have felt that the "Christian way" and the "American way" reinforced the justice of their actions. But the central point is that appeal to the "southern way of life" as final standard of judgment provided them with some case for moral justification whether or not they felt any conflict with other orders of value.

The third moral limitation is that, with rare exception, the men who signed the manifesto were either ministers of segregated churches or teachers in segregated, church-related colleges.

Among the political limitations of the manifesto, the first is the conspicuous absence of the names of three or four men of prominence and power in ecclesiastical roles in the community. The signatures of these persons might have added the weight of another hundred or so ministers of lesser status. A second political limitation is the absence of full consensus on the question. The unified witness of the church, so desperately needed in such a case, was seriously divided. Not all of the Atlanta ministers signed this document, and it is probably the case that some of those who signed were actually lukewarm on the basic question of desegregation. This also was known. Even more important, there was by no means any clear consensus of the laity to support the action of the ministers. Any of these limitations can be spotted easily by anyone concerned to analyze the political weight of the pronouncement.

A third political difficulty is perhaps the most obvious of all: every one of the 311 signers was from the Atlanta area. If they did perchance represent any real consensus, it was the consensus only of an area effectively disfranchised in Georgia politics by our county unit system and our rural-dominated legislature.

Despite the results of legislative action, we should not look upon this inspired and dedicated action as a total failure. Clearly it is within the providence of God to redeem even the most discouraging outcome of our labor, and this redemption, though unseen by us, is nonetheless real. More visibly, however, the manifesto did produce results which were not cancelled by the legislature. To begin with, it revealed that some consensus did exist for saving the public schools, and it helped accelerate the process of creating a still wider consensus. It served, also, to provide some initiative, leadership and companionship for other persons, not of the clergy, who were concerned with the matter.

Perhaps we may even claim for this action a kind of public relations benefit which probably was beyond the intention of its authors and signers. The manifesto gave to the entire world, including the Communists and the countries under colonial domination, a picture of the South and of people in the South which was different from the usual picture of rabid racism and Klan violence. It showed a group of people rejecting the demanded conformity of mind and heart and will to an all-important, all-determining policy of racial exclusiveness. It showed their awareness of the conflict between Christian faith and specific cultural values, and their search in Christian humility for a creative solution to the difficulty. If the manifesto served to do even this much, it was not wasted effort.

Probably the most important contribution of the manifesto was to set the whole problem in the context of the grace of God and of Christian love. In so doing it directed our concern to the reconciliation which must follow, and through which the Church must render its primary service, in the difficult years and days which will follow this struggle.

We rejoice over these benefits. Yet we remind ourselves that the public schools, and the health of our society, are not yet safe. To continue the struggle we suggest the following minimum program. First, the Church must renew its faith and reform its life. Specifically, this means that it will use the term "faith in Christ" not as a tired cliche but as a testimony that its source of power and its standard of judgment are in its divine calling rather than in the values of its culture. It means also that the church must put its own house in order, breaking the moral compromise whereby the churches become exclusive private clubs, and reasserting that the church is the House of God to which He may invite whomever He may choose.

Second, the Church, or the churches, must propose certain goals and develop strategies for implementing them -- for making them real in the life of the community. It must realize, by way of implementation, that moral persuasion alone will not suffice. The real decisions concerning the public schools will be made in this State at the political level. Power to act resides in the hands of the governor and the legislative members. Therefore, anyone who genuinely desires to influence such decisions must accept the necessity of political involvement, and not settle for moral persuasion divorced from political involvement.

"RELIGIOUS FOUNDATIONS OF CONCERN"

DR. FRANKLIN LITTELL, PANEL MEMBER

DR. LITTELL: I have only two things I wish to call to your attention:

One of my concerns has to do with the rights of parents. I think that the whole matter of further discussion on the school issue is a false one and has been carried on by both sides in a false setting. The National Education Association, and even the Christian Century, for instance, have advanced the proposition that the education of all the children is "the responsibility of the State." By this, they mean the national government. On the other hand, the state politicians believe also that the education of the children is the responsibility of the State and on whatever terms the State wishes to determine; and by this they mean one of the forty-nine states. The fact is that, theologically speaking, in the world in which we live and wherein we are trying to preserve and improve the "open society" with free churches, free universities, free private enterprise, and free families, the education of the children is not primarily the responsibility of any state whatever, national or one of the forty-nine: it is the responsibility of the families, and under God, the parents in the families.

In our entire history, the relationship of public schools to Protestantism - the public school system, from the common school of 1662 in Massachusetts Bay Colony right through to the great expansion of the elementary schools in the 1840's and 50's and the rise of the public high school in our own day and age - is that of an extension of the family's responsibility for the education of the children. The first schools that one can read about, where George Washington or Thomas Jefferson studied, were simply schools set up in somebody's front room where some parents agreed to hire a tutor to teach their children. Now therefore, this present situation seems to me most frustrating, because whatever the decision, the parents, who bear the basic responsibility for the education of the children have so little authority in the matter. In this respect, I feel somewhat competent to speak. I do not yet know very much about Georgia, but I have just spent nearly ten years in Germany helping to clean up a mess created by political machines which moved - headlong - with improper concern for the churches, for the universities, for the families, and made monolithic decisions in disregard - not alone of Christian values, but of the structure of a healthy society in which, under God, the parents are responsible for their children.

The second thing I wish to say is that we have an enormous responsibility toward the rest of the world, and I am thinking now particularly of Christian missions. It is popular, of course, to talk about the political responsibility of America as the leader of the free world. We live in a kind of goldfish bowl in America. I can remember being stopped in the hall of the headquarters building of Military Government in Frankfurt at the time when that terrible incident occurred while the Oklahoma "Aggies" were playing Drake University and a couple of American "patriots" broke the jaw of Johnny Bright, who was a Negro football player - All-American. A German boy who had grown up in the Hitler Youth stopped me and said, "Now this, - doesn't this show what you really think about democracy and human rights instead of all this stuff you're preaching to us?" That's the kind of question which

Americans have to face all over the world, from the North pole to the South pole these days, - and this is the reason why it is a profoundly political question which affects our foreign relations; it is the reason why a group of people in Lost Nation, Iowa (which is my home state) or in some cross-roads in Georgia, cannot be allowed to "speak for the nation" by their misbehavior. We are either one whole people or else we're going to go down as a shattered people.

But more important than that is the question of Christian missions. It is a sobering exercise to ask ourselves how thousands of foreign students and visitors are seeing Christianity here in America, - how they are judging Christianity. I have just read the biography of Kwame Nkrumah, who is the great leader of Negro nationalism on the West Coast of Africa; his influence reaches clear through to Tanganyika and Kenya in the East. And this book, the story of a man trained in one of our seminaries and universities in this country, living for ten years in the United States, gives the testimony why he considers himself at best an "undenominational Christian", and why he didn't become a minister. One of his followers wrote a song which they chant at the big mass meetings - of how he saw the segregation in Chicago slums, and the lynchings, and broke away from Christianity and calls himself a "Marxist socialist". This is the real decision which we are making in these situations. This is how we "decide for Christ" and decide the fate of millions in so doing. The greatest losses sustained by the Christian movement, up until the recent years of the rise of communism, were at the rise of Islam; and every student who knows anything about the North African and Roman Imperial situation knows that it was a class-conscious, power-conscious, racially-ridden Roman Christianity which drove North Africa, once the heartland of early Christianity, over into the arms of Islam. One can read the records over two and one-half centuries in which people who were the glory of the first centuries of Christendom simply tired of being treated in such a way by those who were supposed to be their fellow Christians, and finally their faith weakened and they apostated to Islam. Now the only question before us in terms of the Christian mission today is this: - Are white Christians, who are a very small minority of the peoples of the world, going to conduct themselves in such a way that they will be a credit to our Lord or are they going to drive the weak and "babes in the faith" to apostasy?

These are my two major concerns as they affect the school crisis.

# "RELIGIOUS FOUNDATIONS OF CONCERN"

MR. EDWARD VINSON, PANEL MEMBER
From A Christian Business Man's Point of View

We are talking together - about why the Christian Church - and individual Christians - are and should be - concerned about the crisis in the public schools.

I am happy to see in the program here a quotation from the Methodist Discipline. That one paragraph would be adequate justification for our interest and concern about the public school crisis which now looms so large in all of the affairs of our State and region.

I want to begin by listing six main reasons why I think that we should be, and are concerned with the study of these very important considerations:

First, because the nature of the Church itself, and belief and conviction of Christians, leads to such a study.

Second, because we are faced with disaster in the education of our children.

Third, because we are convinced that the survival of democratic government depends upon educated and informed citizens.

Fourth, because the economic progress of this region would be so adversely affected by the chaos resulting from closed schools, and serious damage would have to be overcome after they were reopened.

Fifth, because we are engaged in a long, precarious and dangerous struggle for survival of individual freedom and self-government in the world, in competition with communism and the false promises which the communist system makes to the peoples of the world.

Sixth, because informed and aroused concern of Christians, translated into intelligent influence and action, can produce a solution to this problem which can mean continued progress in education, and the development of opportunities for all the people who live in this State and region.

Now, I would like to go back to the first reason - the nature of the Christian Church, and the beliefs and convictions of individual Christians which lead us clearly and honestly to the recognition of God as the Father of all men and the Brotherhood of men. The Christian Church and each person who calls himself Christian, has a direct concern and responsibility toward any and all barriers which exist to cut us off or to distort this relationship. What this means, of course, is that Christians must be a witness for God in the affairs of men, whether the issues be war or peace, hunger or physical need; whether they be education, family life, job opportunities, or any other issue which vitally affects the life of men around us. Because Man is the crowning achievement of God's creation, and because the simple purpose of our existence is to glorify God, then all of the

experiences of Man, I think, come within the scope of the Church's interest.

Second - I believe we are agreed throughout our State that there would be disaster for our children in closing public schools. Education would be interrupted. There would be a considerable problem later in picking up the pieces to reopen schools. Educational standards would be affected and loss of the best teachers would be involved. At present, without any complication of closed schools, we need 2,500 new teachers every year just to meet the needs of new children entering school. We are realists enough to know that private schools, hastily organized, without accreditation, really cannot absorb the tremendous job of educating the children of this State or any other. Our State and local expenditures for education are larger than for any other enterprise which makes education the principal function of government. We would be fooling ourselves greatly if we thought we could turn this function of government over-night to private schools without very serious damage.

Third - Our right to be concerned goes back to the early recognition that democracy in local, state and national government, depends for survival on informed, educated citizens.

Fourth - Putting ourselves in the place of a business executive deciding on the location of a plant, helps us to understand economic results. If we had the choice of locating or expanding a plant in a state where an entire school system was closed or threatened with closure, or in a neighboring state such as North Carolina, Florida, Kentucky or Virginia, where schools are open and it is expected that they will remain open, - we would wisely choose the more settled state for greater economic stability as well as for the sake of the families to be connected with the plant. Because of such necessary executive decisions, we would be confronted in our own State with a slowing down of the fine progress that has been made in business and industry. This progress might even come to a stop for the time being. The economic experience of Little Rock is very clear on this point.

However, I am convinced that we can meet and solve this problem with intelligence if we don't let our emotions run away with us. We have all the elements of a good labor force and good natural resources, and we need to continue without serious disruption the kind of progress that is bringing our part of the country up to something approximating a par of broad economic opportunity. The Church has a rightful interest in the economic and job opportunities of people.

Fifth - It is inconceivable that we should lose sight that a life and death struggle IS going on in the world for the minds and hearts of men. Our adversary in this battle of ideas is Communism, and a large part of the world's population is involved. Whatever we do as a State and as a nation, must be in keeping with our very best principles of Democracy and our belief as Christians in the dignity of Man.

Sixth - I believe that aroused Christian concern and action can spell the difference between tragedy and continued progress. Until very recently, there was not much discussion of this issue. I think each of us is very

greatly indebted to our ministers and to others who have opened it up so that people are beginning to discuss it freely. That was one of the great things that came from the Ministers' Second Manifesto.

Finally, I am convinced that we have the brains, good will and character, not only to save our public schools, but to build a finer, more Christian society tomorrow and in the years to come.

PROGRAM II

"THE PUBLIC SCHOOL SITUATION"

# LEGAL ASPECTS OF THE SITUATION

BY JAMES A MACKAY
A Representative in the Georgia General Assembly
from DeKalb County

This document consists of a shortened address, the second of five programs devoted to the Public School Situation, sponsored by the Official Board and planned by the Commission on Christian Social Relations of the Glenn Memorial Methodist Church, Atlanta, Georgia. This session took place on the afternoon of March 1, 1959.

Mr. Mackay, born in Alabama, graduated from the public school system, DeKalb County, Georgia; later from Emory College and Emory University Law School. He served in the Coast Guard Reserve, and during the War was an officer in the Navy, being on escort duty in the Atlantic and Mediterranean. A practicing attorney in Decatur, he has taught courses in the Emory Law School and is serving for the fourth term as State Representative from DeKalb County in the General Assembly.

Dr. John T. Doby, associate professor of Sociology at Emory, presided at the session.

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# LEGAL ASPECTS OF THE SITUATION

BY JAMES A. MACKAY
A Representative in the Georgia General Assembly
From DeKalb County

I am glad to have this opportunity to talk about the legal and legislative aspects of the public school crisis. Methodists have a commitment to Jesus Christ and they have a tradition in their church. As a result, they start with certain fundamental premises that are not present in the minds of many people who are expressing opinions as to what should be done about our public schools.

The Commission on Christian Social Relations is to be commended for arranging this series of meetings because the subject is complex and there are many aspects to it.

In the Gospel according to St. Luke, in the 10th Chapter and the 27th verse, Jesus said, "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy strength, and with all thy mind; and thy neighbor as thyself." It seems to me that as we attempt to come to grips with this trying problem we are making an effort to find practical application for this important verse in our daily lives. If we are to love the Lord with all our minds and our neighbors as ourselves, then certainly it is going to require strenous effort on our part.

Bishop Arthur J. Moore often says that there are three great traditions in the Methodist Church. He says that Methodists historically have believed in the trained mind, the warm heart and the world outlook.

Much of the confusion today is caused by people who lack one or more of these qualities.

Because our public school crisis has become so emotionally charged for so many people, I want to suggest that each of you individually can make use of the Emory University Law Library, or any other library, to read for yourselves pertinent matters concerning the legal and legislative aspects of the situation.

The primary source is the Constitution of the United States as amended and as interpreted. Our people have been mislead so often by the contention that we are bound by the Constitution as written, and not as amended and interpreted. You will find the United States Constitution in Volume 1 of the Georgia Code Annotated. This same volume contains the Georgia Constitution of 1945, as amended and these two basic documents are the place to begin in looking for our fundamental legal responsibilities.

The key provision of the United States Constitution which the United States Supreme Court has applied to the school suits is that part of the 14th Amendment, which reads, "..no state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty or property without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

The provision of the Georgia Constitution which is seldom cited but is highly pertinent to our discussion is Article 12, which states: "The laws of general operation in this State are, first: as the Supreme Law: the Constitution of the United States, the Laws of the United States in pursuance thereof and all treaties made under the authority of the United States. Second: as next in authority thereto: this Constitution. Third: in subordination to the foregoing: all laws now of force in this State not inconsistent with this Constitution shall remain in force until the same are modified or repealed by the General Assembly."

As in the case of the United States Constitution, the final arbiter of what the United States Constitution means is the interpretation of the United States Supreme Court. So, it is that the Supreme Court of Georgia is the final arbiter of what the Georgia Constitution means, except where a Federal question is involved.

The Supreme Court of Georgia has made it perfectly clear that it understands the fact that our State Law is subordinate to the United States Constitution as interpreted by the Supreme Court.

In a full bench decision rendered by the Georgia Supreme Court in the case of Crumb vs The State, 205 Georgia 547, Mr. Justice Atkinson in the opinion of the Court said, "A construction of a clause of the United States Constitution having been invoked, the interpretation given thereto by the United States Supreme Court becomes binding authority on this Court. And, whatever may be the individual opinion of the members of this Court as to the correctness, soundness, or wisdom of these decisions, it becomes our duty to yield thereto, just as the other Courts of this State must accept and be controlled by the decisions and mandates of this Court. This being a Government by-law and not by men, the Jury Commissioners in their official conduct are bound by the foregoing rulings of the Supreme Court of the United States, notwithstanding any personal opinion, hereditary instinct, natural impulse, or geographical tradition to the contrary."

Another document you can find in the Emory Law Library is a memorandum by the Attorney General of Georgia, dated January 5, 1959, addressed to the members of the General Assembly of Georgia. This memorandum was written before the Little Rock and Virginia decisions of 1959 came down and you will see that it is already obsolete. But, I mention it to point out the fact that the Attorney General bases his discussion on the State Law and virtually overlooks the Federal Law. It is clear to any layman or lawyer that all of the law must be considered if we are going to appreciate our legal position.

A much more adequate memorandum of authority has been prepared by Judge Murphey Candler, Attorney for the DeKalb County Board of Education, which is captioned, "A Synopsis of the School Situation in Georgia." This memorandum has been widely studied and it gives a balanced statement of what the State Legislature has said and what the Federal Courts have said in relation to State and Federal Constitutional Provisions. You may obtain one by writing or calling the DeKalb County Board of Education, and when you receive it you can read it for yourself. I would like to say here that an intelligent layman can read law and can understand it!

I thought it highly significant that a prominent figure in the Georgia school picture asked that this memorandum be widely circulated because he felt that so much discussion had been carried on without an appreciation for the total legal picture.

Another source of information which sheds light upon the legal situation is the Race Relations Law Reporter, published at the Law School at Vanderbilt University. This periodical undertakes to report all of the legal developments relating to our public schools.

Still another objective source of information is the Southern School News which you can subscribe to for $2.00 per year. In this publication you can get an up-to-date, factual report on legal and other developments.

It is not enough to know the current facts relating to the school situation. It is necessary that you review the legal developments during the past century. There is no question but that the 14th Amendment of the United States Constitution was one of the fruits of military victory and that it changed the meaning of United States Citizenship. To suggest that it was not legally passed is about as absurd as suggesting that the South did not lose the war. We are bound by it and legislative actions declaring the amendment void, and legal arguments attacking the validity of its passage are simply a waste of effort.

This amendment runs like a thread through legal decisions since the amendment was first adopted.

In the case of Plessy vs Ferguson in 1896 the Supreme Court of Georgia held in a transportation case that the provision of separate facilities was not violative of the 14th Amendment, provided equal facilities were provided.

This landmark decision stood until 1954, at which time the Supreme Court in effect ruled that segregated school facilities were a violation of the equal protection clause of the 14th Amendment. As I see it, what the Court actually found was that as a matter of fact school facilities were unequal, and it could be argued that the Court did not reverse Plessy vs Ferguson but found that we have not provided equal facilities and therefore the doctrine has become meaningless because of the absence of equal facilities. No thoughtful or honest Southerner can deny that there has been a great disparity between facilities provided for White and Negro citizens. There have been many understandable reasons why this has been the case. If we had been able to tell the Court that we did in fact have equal facilities there is good argument for the proposition that this Brown decision would not have been handed down in 1954.

In the twelve years that I have practised law in DeKalb County I have seen a miracle wrought by our people in making facilities in fact equal. All of our colored schools have been improved and in many cases they are better than some of our white schools. But, we did not move fast enough and we could not convince the Court that what we were trying to do was a sufficient basis for them to delay giving the relief prayed for by the colored plaintiffs.

I suggest that you go to the Law Library and read the decision handed down in the Brown case of 1954. You can find it in the Supreme Court

Reports, and I think you will agree after you have read it that it simply says that it is a violation of the 14th Amendment to deny any child admission to any tax supported school solely on the grounds of color. If the decision had stopped there it might not have caused the concern which has resulted from the mandate of the Court which directed the school districts to proceed to integrate with all deliberate speed. Nobody yet knows what this means. Governor Collins of Florida has pointed out that this latter provision resulted in the Court undertaking to administer school districts, when actually its function is to adjudicate differences and to declare rights.

I want to reiterate the fact that the essence of the Brown Decision is that you may not exclude a child from a tax supported institution solely on the basis of color. It does not say that you may not classify children for many other valid reasons. As a matter of fact the Supreme Court has upheld several pupil placement laws which establish many criteria for pupil placement, other than color.

Another point I wish to make is that the Brown Decision has no direct effect on any school district unless and until some colored child seeks admission to a previously all white school, and is denied admission, and thereafter appeals this denial of admission through the administrative process and ultimately to the Federal Courts and the Supreme Court. It is quite apparent that in many school districts this issue will not be raised because either there are no colored children living in the area, or because the colored people in the particular area do not wish to make an issue under the Brown Decision.

On the other hand, it is becoming quite evident that the indirect consequences of such lawsuits affect public schools in every district in the State of Georgia. There is a suit pending in the Atlanta system and although there are able lawyers defending the suit, most everyone recognizes that sooner or later this suit or another suit of a like nature will be lost and when a Court of final authority says that we may no longer operate segregated public schools, we will witness a collision between the Federal Authority and the State Laws which have been passed in the last few years.

In summary, this is the legislation which has been passed in order to circumvent the decision of the United States Supreme Court. In 1953 the people of Georgia by a narrow margin adopted a Constitutional Amendment which authorizes the State to make grants to individuals in discharge of its obligations to provide adequate education for the children of Georgia. The theory of this amendment is that somehow you can have a private school system on a segregated basis and simply pay tuition grants to individuals. The amendment was sold to the people of Georgia on the argument that you can have the same schools, the same teachers, the same books, the same pensions, that all you have to do is keep two sets of books. Those of us who opposed the adoption of this amendment made an argument which has certainly been proved to be valid in the light of recent history. We ask: "How are you going to do indirectly what the Court has said you shall not do directly?" We never got an answer, and the answer is, of course, you cannot do indirectly what the Court says you cannot do directly.

In 1955 the General Assembly made it a felony to spend tax funds for mixed schools. In 1958 Governor Marvin Griffin enacted a package of bills called the Private School Plan. The effect of these laws is that all funds would be cut off to any school district which was unable to operate on a segregated basis. The laws also authorized the Governor to make grants to individuals in the event the schools are closed.

Another question we raised at the time this amendment was being discussed was with regard to the amount which would be available for pupils. We have about one million children in the public schools of Georgia and raise about $204,000,000 a year from state and local sources, and this means that there is about $200 per child. $200 is about one-third of the going rate for accredited private education, even assuming that such education was available.

There is another problem relating to private schools in that the private school law makes it a misdemeanor to spend these tuition grants in sectarian schools, and the Georgia Constitution forbids tax funds from going directly or indirectly into any sectarian institution.

The practical effect of the 1958 law would be to turn 110,000 Atlanta students into the streets in the event the Atlanta school suit is lost. I think that Governor Vandiver realized how chaotic this would be and he had the 1959 Session pass a bill which purported to make it possible for him to close individual schools rather than an entire district.

State and Federal decisions in Virginia and Arkansas which were handed down during the course of the legislature brought a significant new legal development. The Virginia decisions seemed to say that you may not close down some schools to avoid the effect of the decree, but that you may shut down all schools. This means that the Governor could be successfully enjoined from illegally closing some schools, because it is obvious that it would be a denial of the equal protection law to have some taxpayers without schools for their children while other taxpayers children were receiving an education at the taxpayers' expense.

This leaves the Governor an unhappy alternative. He will have to call an extra-ordinary session of the General Assembly and ask the Representatives of the people of Georgia to abolish public education. In my judgment, neither Governor Vandiver not any other Governor could successfully accomplish this and make it stick for any period of time. It is my opinion that it would be political suicide for any politician to seriously propose that we close down our public schools indefinitely.

That is where we stand today. There is widespread uncertainty in our school population and among our people. Our legal position is clear. We may not exclude any citizen from any tax supported school on the basis of color if the applicant is otherwise qualified. On the other hand, our State laws, which are patently unconstitutional, would close our public schools in the event of a decree ordering the integration of our schools.

Summing up what I have had to say, a few things are becoming increasingly apparent. First, we cannot win a lawsuit where a colored applicant who is otherwise qualified is denied admission to a public, tax supported institution solely on the basis of color. Second, our State laws offer an absurd remedy in that they propose to padlock our public schools and our university

system, which happens to be the greatest asset of our people. Third, the State laws designed to circumvent the decision of the United States Supreme Court are patently unconstitutional. Fourth, we cannot get along without a system of public education and a university system if we are to progress as a State. Fifth, it is increasingly apparent that the State of North Carolina and the State of Florida have taken an approach to this problem which eliminates talk of closing our schools and yet which has avoided any substantial change in the pattern of school attendance. Sixth, we in Georgia have elected to take a fundamentally illegal approach to this whole situation with the result that it can only be costly to all concerned.

I come back again to the three traditions of the Methodist Church, and it is my conviction that these three convictions are going to come into play and cause us to take a legal approach to this problem.

The Methodists of Georgia have warm hearts -- they have trained minds -- and they are conscious of the fact that we have a responsibility to behave ourselves in a way which acknowledges our responsibility as citizens, not only of Georgia, but of the world.

I am confident that the good people of Georgia have the judgment and the character to find a legal approach to our public school crisis which will assure the continued operation of our public schools without substantial changes in our basic pattern of attendance.

PROGRAM III

"THE PUBLIC SCHOOL SITUATION"

# HISTORICAL BACKGROUNDS OF THE SITUATION

BY DR. JUDSON C. WARD, JR.

Vice President and Dean of Faculties
Emory University

This document consists of a shortened address, the third of five programs devoted to a study of the Public School Situation, sponsored by the Official Board and planned by the Christian Social Relations Commission of the Glenn Memorial Methodist Church, Atlanta, Georgia. This session took place on the afternoon of March 15, 1959.

Dr. Ward, a native of Georgia, received his college and graduate education at Emory University and the University of North Carolina, his field of special scholarly interest being Southern History, particularly the history of Georgia. He has taught on the high school level in Fitzgerald, Georgia, and on the college level at Georgia Teachers College, Birmingham-Southern College, and the United States Military Academy at West Point. His administrative positions have included the presidency of Georgia Teachers College, the assistant chancellorship of the University System of Georgia, and the deanship of Emory's College of Arts and Sciences.

Dr. John T. Doby, associate professor of Sociology at Emory, presided at the session.

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# HISTORICAL BACKGROUNDS OF THE SITUATION
## The History of Public Education in Georgia

BY DR. JUDSON C. WARD, JR.
Vice President and Dean of Faculties
Emory University

The only unique contribution which America has made to the traditions of our Western culture - is the idea of free public education. Universal male suffrage, constitutional government, separation of Church and State, religious freedom, the right of assembly, the Bill of Rights, limited government - all of these things we have shared with other people - but the only people who have had the ideal of universal, free public education is the American people. And this is based upon an idea that goes something like this - that it is socially desirable for all people to have as much education as possible. Therefore, we have made a group effort to help individuals achieve as much education as they can and are willing to take, without necessarily being prevented by personal lack of funds.

Now, part of this goes with our democratic form of government, and our idea of universal manhood suffrage. In the beginnings of this country, there were certain people who couldn't vote. In the course of our history we watch progressively the electorate being expanded. In the Jacksonian Period a great mass of people was given the right to vote. Right after the Civil War, with the freeing of the slaves, the Negro was given the right to vote. And then, of course, about 1920, another large segment of our population was included in those eligible to vote - when our women were also given the right to vote. This constant expanding electorate has seemed to demand a constantly expanding opportunity for public education, because we have basically believed an enlightened electorate is necessary, for the successful functioning of a democratic form of government.

One other point, now, before we go to the more specific subject - the history of public education in Georgia - It has to do with the concept of freedom. It is one thing to talk about freedom as just being the absence of restraint. A man is free, we say, who isn't restrained by government. But in our century we've come to have a new attitude toward freedom. It is more than just the absence of restraint. I think this has some implications for our current problem. We can say that all people in this State are free to get as much education as they can, but without society providing anything to help them acquire this, we will see that this freedom may, in the case of many individuals and families, come to be nothing but words. Now, what I'm getting around to saying is this: we talk in this country about the freedom of individuals to pursue an education just as far as they are capable of, or willing to go, and we have done something positive to make this a reality. What we have done positively is to say: "All right, all of society, now, will contribute to a pool of funds in the form of taxes, whether a person has any children or no children; whether he is married or not; whether he is white or black - it doesn't make any difference; he will contribute to a pool of tax funds and out of these tax funds we will take money, at the local and the state level; and we will build school buildings; we will employ teachers; and we will set up a system of public schools to which the children of all the people go regardless of their ability to contribute to these tax funds.

Freedom is pretty meaningless unless there is some way provided so that the poor, and the rich, can really go to educational institutions if they are qualified. This, it seems to me is a pretty important thing for us to keep in mind. It is part of a new concept of freedom. It is getting away from the 17th and 18th century concept that a free man is one who just does not have any government interfering with him. We have actually come, in our century - whether rightly or wrongly - to say that that is not enough - that the government actually, positively contributes to the instrumentation and the implementation of freedom by providing facilities, social facilities, if you will, to help make that ideal of freedom a reality.

Now, let's look at Georgia's history. Actually, there was no public school system in Georgia before the Civil War. The very first Constitution that Georgia had, in 1777, while we were winning our independence, provided for schools in each county to be supported by the State. They were to be common schools and academies. This was never put into effect. The University of Georgia is the oldest chartered State University in the United States. We were interested enough in education to charter the first state university. It was not opened until 1801.

In 1817, a free school fund was established which was supposed to be the basis of a public school system. In 1822, a general system of free public schools was defeated, and this fund that had been established, was used as a poor school fund. In other words, it was used to educate the children of paupers. Then in 1837, when Georgia got some money from the federal government, another attempt was made to organize a common school system. Depression followed this, however, as you may recall from your general history, so the act was rescinded, and no public school system was established. In 1858, another attempt was made under Joe Brown, who was the Civil War Governor of Georgia, and a North Georgia citizen who came from the common people. He led a movement to organize a common school system, but the War broke out, as you know, in 1861 and so this was not put into effect. So Georgia did not have public schools.

The children were educated in academies that were, what we would call today private high schools, and in old field schools, and in private schools that were organized on the plantations, and in rural communities. And, of course, there was no organized effort to educate half the citizenry, which was Negro. Now, in 1866, when the Civil War was over, and we were under presidential reconstruction, there was a bill passed by the Georgia Legislature when Charles J. Jenkins was governor, to authorize the organization of a system of common schools. But before this could go into effect, presidential reconstruction had been overthrown, and congressional reconstruction established with the rule of the military, and so this attempt by the white conservative leaders of Georgia, again, did not go into effect, and there was no attempt to educate the Negro at that point. So, the first time that there was constitutional provision for a public school system in Georgia was 1868. That Constitutional Convention is looked upon, of course, with great prejudice in Georgia history, because it was a Constitutional Convention called under the auspices of the federal government, but this Constitution provided for a system of public schools. The committee that drew up the Constitution of 1868, had on it three Negroes, and they adopted an article requiring the legislature, at its first session after the ratification, to provide "A thorough system of general education to be forever free to all children of the State, the expense of which shall be provided for by taxation or otherwise." Then, the Constitution allocated to the

educational fund certain monies, like we have gasoline taxes today allocated for the support of roads. Certain funds were allocated to the support of public schools at the state level, such as: the poll tax, a special tax on shows and exhibitions, the tax on the sale of liquors, commutations for militia service, which was about all. It was a very small sum of money - no support by general taxation of any kind.

Several school bills were introduced but it was not until 1870 that there was a school bill passed by the legislature that is the basis of Georgia's public school system. 1870 is a most important date in the educational history of the State. To head the system, it created a State Board of Education, composed of the governor, the attorney-general, the secretary of state, the comptroller-general, and the state school commissioner, who was to be appointed by the governor and serve as the chief administrative officer of the Board. The county was made the basic school unit with members of the county school boards elected by the voters of the county for two-year terms. These local school boards were authorized to buy and sell property, employ, pay, and dismiss teachers and issue licenses to teachers. They also selected the county school commissioner, who served as secretary of the board. The act required the operation of schools for at least 3 months of the year. Three-month schools is what we started off with. And the act employed very specific and detailed language to require equal facilities for white and Negro pupils in separate schools. To finance this program, they added to the money described above, one-half of the net proceeds that came to Georgia from the state-owned W & A Railroad. The first state school commissioner in Georgia was a Republican - a federal officer from the Union Army - by the name of John Randolph Lewis, a native of Pennsylvania, an official in the Freedman's Bureau, appointed by the Republican Governor of Georgia, under whom this law was passed, Governor Rufus B. Bullock. He served for a year, travelling 7,000 miles by rail and 250 miles by wagon, holding meetings in 28 counties and making 22 addresses during his only year of service. But his term was largely a failure. The money that the Republican Legislature set up for the school fund was diverted to other purposes, and when he left, there was appointed in his place an Emory alumnus, one of the great figures in the history of Georgia schools, Gustavus J. Orr.

The reason that I go into some detail about this, is that historically, the Republicans made a great deal out of establishing the school system in Georgia. I think these facts ought to be laid down. They did really pass the first law and put this school system into effect, though it was not a very effective beginning. The schools, under Orr, had to be dismissed the first year because there was no money to run them (1872) but Mr. Orr got this under control and started the system of public schools in Georgia, and he was an outstanding and national figure. He was president of the National Educational Association before he died in 1887. He served for a period of about 15 years as chief state school officer in Georgia. During this period he tried to get the State to allocate some money from taxation, from general property taxes, to support the school system.

This is a period of Georgia history that I have studied most intensely, and I'm here to testify that you and I today, who send our children so easily to an excellent public school system, have no real appreciation because we do not know the story of the tremendous struggle that was made in

this state to establish public schools. There was opposition of every kind. There was opposition by people who didn't want to spend the money. Of course the State was very poor at this time. We were reconstructing economically and socially, even though we had been reconstructed politically, and, as you read the story, you realize that three-month schools was all that could be afforded except in a few places like Atlanta where there was additional support. Even here there was opposition from people who did not want to pay taxes.

You ought to read the arguments about public school systems at that time. They were called "socialistic". They were called "communistic." It was argued in the press and by opponents, that it was very unfair to take money from people who had no children and spend it for families that paid little or no tax and yet sent numbers of children to the public schools. This was one of the big arguments against Negro education in this period - that the Negro made little economic contribution to the tax funds in the State. And of course, throughout this period the record of what was done for Negro education was really pitiful. They practically had no schools at all. It is interesting to contemplate what a different situation we might have had in the South if the federal government had persisted after giving the Negro the right to vote, after the War, if they had spent tremendous sums of money in the South for Negro education. But they pulled out and left the problem to the South, and not only was there prejudice against educating the Negroes, there was really no sound, economic base for support and building schools for the Negroes. The money just wasn't here and there was no Marshall Plan or Truman Plan or anything else for the defeated nation. There was only the problem that we were left with. Now, the Southerners were not unhappy about this particularly, because they preferred, in my judgment, to have control of the social problems, rather than to have federal money spent for Negro schools. Of course there was some money spent for Negro schools in the early period of reconstruction through the Freedman's Bureau. But when the Northern government pulled out after reconstruction, this stopped. There was, however, a great deal of private philanthropy in this period, to build Negro schools, evidenced by the development of the school center here in Atlanta, Morehouse College, Spelman College, and Atlanta University were begun in this period by very high-minded and public-spirited missionary people who came to Georgia, teaching in these schools, and getting money from Northern philanthropists who started this system.

In the Constitution of 1877 the question of education was an important one, but there were people very much opposed to education, who were delegates to this constitutional convention. A delegate named Holcomb, from Milton County, questioned the right of the State to levy taxes for the teaching of such subjects as Greek, Latin and French - or to support high schools. Attempts were made to abolish the office of State School Commissioner. And what this Constitutional Convention finally wound up doing was authorizing taxes to be levied for educational purpose in Georgia for instruction, "In the elementary branches of an English education only." In other words, it was legal, in the Constitution of 1877 for the legislature to levy taxes to support elementary education only. The high schools in Georgia were not legally supported by tax funds until fairly recently.

Then, of course, after this Constitution was drawn up, Commissioner Orr set about to try to get money to support the public school program. It

was not until after his death that a tax of one-half mill on taxable property was levied for school purposes at the state level. This was in 1889 and was under the influence of the farmers. This was the beginning of the Populist period when the farmers felt that the State was not doing them right. The next year, this tax rate was increased to one mill, and we began to get in Georgia, generally, five-month schools rather than three-month schools. This did not mean that there were no seven or nine-month schools in Georgia, but rather, that there was no floor under education standards so that all children in the state were guaranteed a longer period of education.

In 1903 we began to elect by popular vote, the State School Commissioner. Up to that time he had been appointed by the governor. In 1906, an interesting development came in Georgia when there was the authorization and development of A & M - Agricultural and Mechanical High Schools. Some of you older people will remember these. There was one authorized in each of the congressional districts in Georgia. These high schools were an attempt to provide some education beyond the elementary level at state expense as a practical education.

It was not until 1910 that a constitutional amendment was adopted which omitted, "In the elementary branches of an English education only," and it was not really until after that that we began to get any kind of financial support for public high schools in Georgia. Up to that time, the people who went to high schools, went to private high schools or to academies. You can see that this great high school development in Georgia is something that has come about within my lifetime. This is one of the most significant aspects of the development of education in Georgia. If we compared the number of students enrolled in high school in Georgia in 1910 and the number enrolled in 1959, we would really see how educational opportunity has increased tremendously.

In 1919 there were two important school bills passed by the State Legislature - the Barrett Rogers Law which encouraged school consolidation by granting tax monies from the State. It was a bribe to get away from the one-teacher and two-teacher schools. In the same year an amendment was passed requiring the county to levy a local tax for school purposes. That began to get tax monies rolling in greater quantities. Taxes were required at the local and the state levels.

One of the serious problems in Georgia, just as it is throughout the United States, is that of equalizing educational opportunity, county by county, because of the variation in ability economically to support school systems. Nationally this is also a problem, since all states do not have the finances to support the same quality of education that some do. We had a visitor at Emory the past two days whose children go to school in Great Neck, Long Island, New York. The per pupil expenditure in that district is close to $1,000 a year. It is $192 in our own DeKalb County. Money is not the only answer to quality and effective education; but certainly, where there is a wide difference in the ability of people to support schools, you have a problem of equalization. In Georgia there are counties that can hardly support their State government, much less a school system. So, in an attempt to equalize educational opportunity, an educational equalization act was passed in 1926, which was an attempt to take funds at the state level and apportion them to counties to bring up the weaker ones.

In 1937 there were two extremely significant bills passed. One was the seven-month school law, in which seven months support was guaranteed by the state on condition that the counties levy a five-mill tax. A free textbook bill was also passed.

In 1943 the Teacher Retirement System was created. In 1945, you may recall, our Constitutional revision. It set up a constitutional Board of Regents and a constitutional State Board of Education, with representation from each congressional district. The governor is no longer specifically a member of the State Board.

In 1949 was passed, probably the most significant law of all the school laws in this State - the Minimum Foundation Law. It was an attempt by the State to put a floor under educational standards throughout the State, so that each child can be guaranteed a pretty good school with a pretty good teacher in a nine-month school, with transportation provided. Of course it could not really function until it had finances to support it, so the school people got out and worked for a retail sales tax of three per cent. Our sales tax provides the money for the Minimum Foundation, which is the program of Education in Georgia.

I do not often quote Governor Griffin, but I would like to read you a statement that he made: "There was a time when an education was a privilege reserved totally for the wealthy - but that concept died with the atrophied age that fostered it. Today, in this complex age of awesome potentialities, a wise and comprehensive education for <u>every</u> child, is not only necessary, it is our only real hope for the survival of mankind." The report shows a very large sum of money appropriated to support the Minimum Foundation of education in Georgia:

Between '52 and '59 - 14,000 state-built classrooms cost $178,000,000.
2,736 local system built classrooms cost $60,000,000.
1,175 federal-fund built classrooms cost $21,000,000.
Altogether, 18,000 classrooms built at a total cost of approximately $260,000,000.

Not all of this, of course, is Georgia money, but most of it is. Then there is the school lunch program, school buses and teachers' salaries. Teachers' salaries have increased every year - so that now they are at about the beginning salary for a professional certified teacher - or about $3,600 guaranteed by the State. Of course local systems supplement this, where they can. The report says that teachers' salaries have been raised every year since 1955. The report also says that no state has done more to educate its Negro citizens and raise their standard of living. 54% of Georgia's investment in new school facilities has been for Negro children.

The tragedy of it is that not much really could be done in Georgia of great significance to improve educational opportunities until we had our industrial and economic renaissance, which has come in the main, since World War II. We have to keep reminding ourselves that Georgia has been a poor state, economically, as is Mississippi, Alabama, and South Carolina, and we have been trying to carry the heavy burden of a two-system of education - for blacks <u>and</u> whites - and this has been hard. Negro students comprise one-third of all the pupils enrolled in the entire state. All

Georgia teachers are paid equal state salaries based on equal qualifications. Of course, this has come about within the past ten years, and it is a highly commendable development.

In conclusion, what can we say about the meaning of the history of education for us today? One thing that ought to be kept in mind is that the public schools in Georgia are relatively new. Public education in America is relatively new. The public schools that were developed by Horace Mann and the other first leaders came in the North and Middle Atlantic States in the late 1830s and 1840s which was not a great length of time before our own system in 1870. - But, we have had in this State only by law since 1870 a public school system, and in a way only since about 1910 a significant high school opportunity. This means that we are not really sold on it as we ought to be - yet, I am not sure that the fact that it is relatively new has anything to do with it. I do have a feeling in my own heart, that there are a great many people in America, and particularly in our own region, who really do not believe in public education, and that these people are willing at this time, to use the situation in which we find ourselves today, either to discredit the public school system or try to find some substitute for it - because it is an extremely costly item of government.

We have a tremendous amount of money allocated in Georgia for public schools. We have had, traditionally, a system of public schools separate for Negroes and white. This has been our tradition, - separate and equal facilities - but I am sure that this has not been the way it has been in most of our counties up until fairly recently. It is not easy to assess the blame. Part of it has been prejudice - part of it of course, is the difficulty among the Negroes themselves. A compulsory school law is something that they don't follow along too enthusiastically in some parts of the State - because the parents are anxious for their youngsters to get out and make money - fairly quickly. But the compulsory school law, coupled with the Minimum Foundation, really sets our ideal to provide a minimum floor under education that will make it possible for every child, in Georgia, regardless of circumstances of birth, or color, to have an adequate education.

PROGRAM IV

"THE PUBLIC SCHOOL SITUATION"

## SPECIFIC PROBLEMS OF THE SITUATION

BY MR. JIM CHERRY,
Superintendent DeKalb County Schools

This document consists of a shortened address, the fourth of five programs devoted to a study of the Public School situation, sponsored by the Official Board and planned by the Commission on Christian Social Relations of the Glenn Memorial Church, Atlanta, Georgia. This session took place on the afternoon of March 22, 1959.

Mr. Cherry, a native of Georgia, received his college and graduate training at Georgia Teachers College, the University of North Carolina, Emory University, and the University of Georgia. Before war-time service in the Navy, he taught in several school systems in South Georgia. After the war he joined the staff of the State Department of Education. In 1947 he came to DeKalb County as a consultant, and in 1949 was elected to the post he continues to hold.

Mr. Charles O. Emmerich, business manager of Emory University, presided at the session.

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"SPECIFIC PROBLEMS OF THE SITUATION"

BY MR. JIM CHERRY,
Superintendent DeKalb County Schools

I have known and cherished for a long time the friendship of the Emory group and have known and respected greatly what the leadership of this college faculty has meant to public education not only in Georgia, but throughout our Southland.

I would like, this afternoon, to do two things. I would like to talk briefly about the political background of public education in our day and time and then swing to a second section having to do with some of the current problems in education as we face them here in DeKalb County. And I'm going back to the Constitution of Georgia of 1777. At that time, under the able leadership of Thomas Jefferson, the revolutionaries were in control of political thinking of the new nation. Thomas Jefferson had tried for a long, long time prior to that to establish in the State of Virginia a public school education for all the children of all the people. I'm convinced that Thomas Jefferson was the first political theorist to claim, as a constitutional right of all people, that the state should finance at public expense an adequate public education for them. He didn't succeed and there is an interesting corollary. His influence, though, was felt greatly through the Middle Atlantic States and the New England States and by 1820, and certainly prior to the War Between the States, all the states outside our Southland had accepted this political theory and had in operation a public school program meeting reasonable standards, with a great percentage of the boys and girls in attendance.

For example, your own Dr. Brinkley has established by his study of the census that, in 1860, ninety-five per cent of the people north of the Mason-Dixon Line were literate and that something over ninety per cent of their young people were in regular attendance in either public or private schools. Georgia, in its Constitution of 1777, wrote the noble words that you would expect of a state stirred by the patriotic fervor of the Revolutionary period and it boldly stated the intention to provide in each county of the State, a public education program. This program was to begin with the University System, headed by the University in Athens, and go all the way down through the secondary and elementary grades. In 1817 a school fund was established and the idea was that a permanent school fund aided by endowments and taxation from the sale of public lands would be held as an educational trust.

In 1822 the General Assembly decided that it was going to do something, at last, about education. There was established a "Poor School Fund," and the basic principle was that a free man would declare himself indigent and by such declaration entitle his children to a share of this educational fund for schooling purposes. Needless to say, only a very small number of Georgia farmers and tradesmen, and Georgians in general, were willing to declare themselves paupers to qualify for a share of this money.

At the same time the General Assembly recognized and implemented the quasi-private school set-up which was known for generations in Georgia,

and is still known today, as the Academy System. These academies were endowed with land and money and local communities were encouraged to help establish them. Thus, in the early national period, the future of Georgia children was largely in the hands of private tutors, the Poor Schools, or Pauper Schools, and the private schools. Not at any time prior to the War Between the States were as many as twenty-five per cent of the white children of Georgia attending any kind of organized or formal school.

In 1837, after repeated urgings, a General Assembly repealed the "Poor School" fund and repealed State aid to the private academies, and enacted a public school law to finance public education throughout Georgia for all boys and girls. Again, nothing was done about it, and by 1840 the enemies of education were again in control of the General Assembly of this State. In 1840 the General Assembly of Georgia repealed the law guaranteeing the rights of boys and girls to public education. In 1840 the public school laws were removed from the statute books of Georgia and the legislators once again enacted the Pauper School Bill so that if a man would declare himself a pauper he could secure some state aid for the education of his boys and girls.

In 1859 Joe Brown was elected Governor of this State. He was able to get laws passed which would have provided some education for the children of Georgia. But, shortly after he took office, he had to call on Georgia boys to fight in the War Between the States. And here's the tragedy of 1840--half of the white boys of this State who were called up to fight couldn't read a letter from home or write a letter home. Now these were boys who should have been in the first grade or in the third or the fourth grade in 1840. In other words, they should have been sitting in school houses learning the history of their State, learning about the economic life of their State, learning something about this nation and how it was conceived, along with learning the basic fundamentals of reading, writing, and arithmetic.

The ill consequence of 1840 was reflected in the War Between the States, and these same boys were the men who were faced with rebuilding the Southland, and Georgia in particular. As late as 1900 the ill consequences of the legislative actions of 1840 were still in evidence, because as late as 1900 one-fourth of the white people of this State were classified as illiterates. They could not do the fundamental intellectual processes and manual processes attached to reading, writing, and the use of numbers. So, not only was the War Between the States fought by these young people who were denied an education, but it was necessary to rebuild Georgia with the same vast numbers of people who had not received the formal training necessary to make them useful and efficient citizens.

The history of 1900 is written in the acts of the Southern Education Board which became the General Education Board. It's written by contemporaries like Charles Dabney and others, and we don't have to imagine what the situation was. Actually, there are people in this audience who can leave here this afternoon and talk to their fathers or their grandfathers and learn firsthand of the social, economic, and intellectual and cultural conditions of 1900. First of all, one-fourth of the adult white people were not classified as literates. Less than half of the white children of this State were attending school for as much as one hundred days a year.

Pellagra, hookworm, malaria, typhoid--the diseases we now know are associated directly with the economic and educational levels of people--were prevalent. There were no compulsory school attendance laws. Over one out of three of all the workers in Georgia textile industries were children ten to fourteen years of age. They were working seventy hours a week for ten cents a day and competed with their own mothers for jobs. That was the situation faced by our State at the turn of the century. At the same time, north of the Mason-Dixon Line, the great numbers of people for more than a hundred years had had broad provisions for education.

Until 1900 Georgia had placed its reliance in private schools. There is a legitimate place for private education. There's a place in our scheme of things for parochial education, even for private tutors, but I am saying, on the face of the record itself, that a combination of all three was never able to get more than fifteen white children out of each one hundred into their schools. Why? Educational opportunity was related in these systems directly to the income of the parents and there never were more than fifteen per cent of Georgia parents who were economically able to pay the tuition and the expenses to place their boys and girls in the private schools.

When did Georgia learn its lesson and when did we, at last, win our battle for this concept of public education that Thomas Jefferson talked about, that our first Constitution wrote about, and that we treated so badly up to 1900? In 1877 a constitutional convention met in this State to draft a new Constitution. They thought so little of public education that they were not only content with leaving it out, largely, but they even put limits on it and made it a crime to spend any public tax money for education above that required to teach the bare elements of reading, writing, and arithmetic. The same men who had seen the consequences of failing to provide for the education of its people, in control in 1877, made it unlawful to take any public tax money and spend it to provide education above the bare elements of an English education.

It was not until 1919, in your day and mine, that this State finally made mandatory the provision that public funds be used for elementary and secondary education. It was not until 1937 that we enacted the seven months school law and for the first time in the history of Georgia, guaranteed every child that he could go to school as much as seven months each year. It was not until the last decade that we finally gave Georgia boys and girls a legislative guarantee of a nine months school term. That was when we financed the Minimum Foundation Program of Education in 1951-52.

There are many ways to establish the consequences of our failures of the past. I chose for use this afternoon the record of military service and the draftees and rejectees of World War II. We can read in the Selective Service figures of World War II the most glaring example of the short-sightedness of our educational leadership and political leadership in failing to train Southern men to defend their own nation. The men that you and I served with during World War II should have been in school in 1920. They should have been in school in 1930. They should have been graduating from high school in about 1934 or 1936. The rate of rejection for educational deficiencies of Georgia white men was as follows, as compared to Massachusetts. We sent home seven white Georgia boys for every

one sent back in Massachusetts. If you put the Negroes in, it will run up to seventeen to one. And the only thing they were charged with was that they were unable to read, to write, to use numbers, and to master the fundamental instruction necessary to train them to tote a bayonet in defense of this nation in its struggle with Germany and with the Asian nations. This, you see, was the consequence of the failures of this State in the early part of this century to educate its boys and its girls. It could have been disastrous if it had been a nationwide picture. What I have just cited from the military record of Georgia would be true of the Southern states in general.

As part of the national picture we're undergoing a great migration, the greatest in the history of this nation. Vast numbers of people are relocating. Here in Georgia vast numbers of people are moving off the farms into the towns and into the cities. We are in the middle of one of the greatest expansion areas in the Southeast and, percentage-wise, perhaps as great as any in the nation. This relocation of people, of course, carries with it the tremendous problem of building homes and churches to house them and providing the water works, the sewer system, and the other services to go along with the new communities. It carries with it the tremendous problem of building the schools to rehouse the children. So, this migration is bringing a great educational problem with it. The demands on public education have a new dimension of quality.

There are more children to educate as a result of the added number of births. For example, in 1936, in round numbers, in this nation two million babies were born; in 1956, four million.

If the present standards are used, this means that within the next twenty years this nation must produce as many teachers, as many classrooms, as many laboratories, and as many college facilities as have been produced in the entire history of this nation up to this time. We have more children, and migration is causing them to concentrate and we are losing the use of some facilities. I know where one vacant school building is, but it can't be moved, so it must be replaced.

There is still much to be done. In the month of May we will hand out diplomas in the Southland and in Georgia, and we will give public school diplomas to only about thirty-eight white children out of each one hundred. The rest of this nation, outside the Southland, will be handing diplomas to about seventy per cent of its children, including the Negroes and the foreign born element. So I say to you that we aren't doing a very good job of public education at this time. About twenty out of each one hundred Negroes are receiving a public education, grades one through twelve, in Georgia and throughout the South at this time.

So, along with the improvement that we must make, along with the migration of people, and along with more children to educate, there is the fact that we have not yet satisfied the constitutional claim of all the children of all the people upon the State for an adequate school program. Today we are sowing the seeds, in our neglect, that will damn this State for another hundred years to a second-rate economic position as compared to the rest of this nation, to cultural inadequacies, and to other things that have plagued us for all the history up to the present.

It is obvious to anyone who reads history that private schools had, for a hundred years, an opportunity to educate the children of Georgia. They never did the job. Aided and abetted by the tutor system, they never did the job. Helped by the church schools, they never did the job. Now today, as we meet here, with everything the public schools have done, plus everything that the private schools can do, plus everything that the church schools are doing, we still are not doing the job.

And for us to imagine, or for us to let a political leadership lead us to imagine, that we could remove the public schools from the operation and someway, somehow provide adequately for the education of our children, borders on absurdity.

We have, today, about 950,000 boys and girls in the public schools of Georgia. In the church and private schools we have about 50,000 boys and girls. Now, get this picture--950,000 in public schools and about 50,000 in private schools. In the past twelve months the average number of boys and girls attending the public schools of this State has increased 57,000. That means that in one twelve-month period the number of additional boys and girls seeking educational opportunities has exceeded the total number the private and parochial schools can take care of at this time.

DeKalb County has the greatest growth in the State of Georgia. In the past twelve months alone we have increased our school enrollments over four thousand boys and girls. The City of Atlanta increased enrollments about 3,200 and Fulton County about 2,000, so here in this metropolitan area today we have a need for well over five hundred additional classrooms created by additional boys and girls in Atlanta, Fulton, and DeKalb. In addition, we have the problem of obsolete buildings. Very few are left in DeKalb, but a great number are left in the metropolitan area. So, along with the greatly increased number of buildings that we need, goes the problem of replacing some outmoded facilities. Now, what does 4,000 boys and girls mean?

Let's talk about DeKalb. These four thousand boys and girls, if you're going to give each thirty of them a teacher, would require 133 school teachers. They would require 133 schoolrooms, together with the textbooks, the money for the lights, the water, the heat, and all the other services going to make up an adequate public school opportunity. Let me hasten to say that all the private school facilities available in DeKalb County, together with the church schools, could not even take care of forty per cent of our additional enrollment for the past twelve months. So we are concerned here, you see, with a problem of great magnitude and one that we can't, you see, write off the slate and let it sleep and let it be treated lightly.

Now, in conclusion, what do we propose? You see, I'm a simple person and I deal in simple things and I don't look for complex answers when the simple answer is right in front of my face. And I say that we should do this--we should demand and insist upon the constitutional officers of this State, the Board of Education, the school superintendents, and the members in the General Assembly, properly protecting and implementing the constitutional guarantees to all the children of all the people of this State of an adequate school opportunity. If their responsibilities are

passed over to you, then we are going to have all sorts of "splinter organizations" coming into the picture to do a job that you elected people to do for you. And so, we should keep the pressure upon the elected representatives to provide adequate education at public expense for all the children of all the people. We don't have to imagine the possible consequences that would occur. I think we can say, you see, that anyone who will bother to read history, anyone who will bother to go home and converse with his mother or his grandfather, can well understand the consequences that will occur in our State and in our region if we once again lose for Georgia boys and girls and for Southern boys and girls their right to an adequate education opportunity.

We should not be passive about the improvement and expansion of public schools. We should be very aggressive in the improvement of the public school program of studies, the public school facilities, and the expansions of these facilities at public expense to fully underwrite the constitutional guarantee of an adequate public education program for our boys and girls. Now, I feel that in those two things we have a program that will stand the test of time. There are many problems which I cannot solve and there are questions in your mind at this moment that no one other than yourself can answer, but I am saying that they should not be answered at the expense of children who must preserve for the rest of history what I believe in and what Protestants and other religious groups accept, and we cannot trust the future of Georgia or our Southland or our place in this nation to a set-up that history showed was inadequate to do the job when it had the opportunity to do it. So here in DeKalb, ladies and gentlemen, we're making a very simple statement: we're going ahead. If somebody stops us, it will be other than the people elected to serve boys and girls. And we intend to improve and expand the public school facilities of this county until we can look anybody in the eye and say, "Here we do provide an adequate public school opportunity for all the children of all the people."

PROGRAM V

"THE PUBLIC SCHOOL SITUATION"

# ARE PRIVATE SCHOOLS AN ALTERNATIVE?

BY DR. WARREN E. GAUERKE

Associate Professor of Teacher Education,
Emory University

This document consists of a shortened address, the fifth of five programs devoted to a study of the Public School Situation, sponsored by the Official Board and planned by the Commission on Christian Social Relations of the Glenn Memorial Church, Atlanta, Georgia. This session took place on the afternoon of April 12, 1959.

Dr. Gauerke received his bachelor's degree at Wisconsin State Teachers College, his master's degree at the University of Wisconsin, and his doctoral degree at the University of Chicago. A professor at Emory since 1951, Dr. Gauerke is the author of a volume entitled: "Legal and Ethical Responsibilities of School Personnel," just published by Prentice-Hall.

Dr. Harvey Young, professor of History at Emory, presided at the session.

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"ARE PRIVATE SCHOOLS ACTUALLY AN ALTERNATIVE TO PUBLIC SCHOOLS?"

BY DR. WARREN E. GAUERKE
Associate Professor of Teacher Education, Emory University

Dr. Warren E. Gauerke, Associate Professor, Department of Education, Emory University, Atlanta, Georgia, speaking at the closing session of a Sunday afternoon series of a Study on THE PUBLIC SCHOOL SITUATION, April 12, 1959, brought out some surprising facts.

"If non-public schools become an alternative to public schools," he asked, "what would we have to spend to obtain adequate education for our children in the newly-formed non-public schools?" He answered that before costs are detailed, he would state some principles which Americans have claimed guided the system of public education in the past.

Education in the United States has generally been organized as an independent agency, subject only to control by the people and constitutional provisions. In legal theory at least, state school control is perhaps the most important feature of our public school system. The public school is a state agency in the now 50 United States. The courts have considered public education to be not merely one function of government. They have declared public education to be of government itself.

The right to tax for the support of public schools and to compel local taxation, continues to be the key to our whole public school system. So vital is school finance that the position of any state school system today is in large part determined by how successful that state is in continuing to build an adequate base of public school support.

Underlying all proposals for the abandonment of public education is a philosophy which needs serious examination. The view to be examined is this: that education primarily benefits the person who receives it. It would follow that the more youngsters one has in school, the larger should be his tax bill.

In a tuition system of education, which is basic to the private school idea, class distinctions can be very marked. State encouragement of private schools could serve only to strengthen these class distinctions. "Were we without public schools, the tendencies among us toward divisiveness would be accentuated -- most dangerously." It is my opinion that children should not have to forego the great American right to a public education, behind which stands all the judicial and financial power of a great democracy. You will recall that Chief Justice Warren placed a very heavy emphasis on the effect of schooling. In the light of this, Mr. Murphy, in the Maryland Law Review, stated: "It is improbable that the United States Supreme Court would give weight to an argument that mass education in the mid-twentieth century can be divested of its public character."

COSTS

Here are some costs of our public educational system. During the school year 1958-59 expenditures in the State of Georgia for publicly supported education totaled 267 million dollars. The actual budget for education below college level was 151.5 millions. The local school systems, 198 school districts, made up the balance. There were 180 school days backed up by 180 million dollars -- so education, below college level, costs one million dollars a day.

It seems clear that most counties in Georgia -- in fact in most southern states -- could not finance their school systems on a current basis without substantial contributions from the state treasuries. For the 159 counties within Georgia, for the 1957-58 school year, 78 per cent of the current operating funds came from state sources.

And now for an examination of costs in private schools. These costs vary considerably. In Washington, D. C., one private school charges a flat cash tuition of $580 per youngster per school year. There are additional charges of $282. The total costs for one youngster per year would therefore be above $860. In the same area another non-profit school charges $1,000 per youngster per school year. There ia an additional charge of $95 for transportation. In Los Angeles, California, a fully accredited day school charges $650 per youngster per school year. This figure includes no supplies, no food, no transportation. Average charges range between $300 and $450. Usually there are additional enrollment fees.

Here are additional data concerning costs in one private day school in Atlanta. The parent of a fifth grader pays a flat tuition charge of $300, but there are these extras -- a membership fee in the organization, contributions to the building fund, and support for the library fund. The parent will have to manage on his own the cost of transportation, lunch, and instructional supplies, including textbooks. Obviously, the difference between the tuition of $300 and the actual cost of almost $600 has to be met by public subscription. The board of the school has already authorized a one-third increase in tuition for the next school year.

Here's an important question. Will tax decrease or deductions be large enough so that the majority of families can afford to send children to private schools?

This quotation from the Arkansas Gazette of March, 1959, is relevant here.

> The financial report of the Board of Trustees of Little Rock New Baptist High School should have a sobering effect on those who talk blithely of creating a complete private school system to educate children displaced by the anti-integration closing of the public schools. These are the figures: it's costing Baptist $8,500 a month to provide an offering of 25½ units of state-accredited program to 370 youngsters. Income from monthly tuition fees of $20 a month and from donations is bringing in $6,500. Obviously, there's a monthly deficit of $2,000. This does not account for the $3,500 on a special purchase of furniture and equipment.

Backers of private school plans rely heavily on state aid. Very soon the courts in two states will decide on the validity of such procedure. In Arkansas the court has struck down the plan whereby grants to pupils were being paid directly from school funds. In Virginia tuition grants are being paid from the general fund, not from the school fund. To date, this procedure has had no court test. Parenthetically, state subsidies for private schools may stand up if safeguards are insisted upon. The tax credit plan might be feasible. Under the newer certificate plan the private school pupil would be given a certificate good for a part of his tuition to any private school of his choice. School officials could then redeem the certificate in cash with a reputable agency.

## SOME PROBLEMS

Let's now talk about some problems facing us in any conversion from a public to a non-public school system. The first set of problems deals with finance, issues, administrative difficulties, and legal obstacles.

The most direct question is this: what provisions are to be made for the disposal of the one billion dollar investment in public schools and university buildings and equipment within the state of Georgia? Replacement value of school plant is near three-quarters of a billion. What happens to the successful school building program? In any liquidation scheme bond holders would require the immediate settlement of some 200 million dollars coming to them. School bonds are full faith and credit obligations of the people.

It would seem that in order to retain their present employees and attract new ones business and industry may find it necessary to increase wages and salaries to a point high enough to cover a substantial part of the additional costs of families necessary to send youngsters to private schools.

School age populations are continuing to increase. The costs of materials and equipment and professional services will continue to mount. Children, now attending overloaded elementary schools, will be seeking entrance into secondary schools. These are much more costly to construct. Youngsters stay in school longer than they used to.

## ADMINISTRATIVE DIFFICULTIES

Legislation proposed in some states would enable private schools to have their own board. The boards would fix the policies of the private schools, would execute all contracts, would provide facilities, and would hold title to school property. Presumably, under certain conditions, the private school could borrow money for short terms. Are we not going back to a time when we had above one hundred thousand school districts in our land?

One of the problems in converting a public school system is that a program of education and organization tends to be perpetuated long after it is actually useful. Once saddled with a system, people find organization hard to shed.

Should schools be closed, much of the loss to a school district would be in state aid payments. These would have to be withheld from schools not operating. "Would not the State Department of Education, in carrying out the provisions of our Minimum Foundation Program in Education, withhold from the school district which is closed, an amount equal to the districts expenditure per pupil, multiplied by the number of pupils affected by the school closing, adjusted to allow for the district's debt service?" I can't figure this out but the problem is there.

When one contemplates the consequences of abandoning public education, it seems to me it is clear that we need a complete revision of our state and local tax policies and revenue structures. The General Assembly cannot transform our public system overnight. It would probably have to revise the entire Code -- Title 32, with all of its sections.

One of the assumptions the proponents of non-public schools make is this -- that a county within a state could abolish its public schools and not have those repercussions go beyond the geographical limits of that particular county. Another is this -- a state can be responsible for the public school system in some counties and divest itself of that responsibility in other counties. Has not the Court spoken out eloquently and clearly in the precise meaning to the "equal protection clause" of the Fourteenth Amendment to the Federal Constitution? In Georgia, the Act for tuition grants provides for a mathematical formula to be used to figure the amount to be expended by the state and by the local officials. It gives the governor full power to establish all rules and regulations for the administration of these provisions. As a teacher of School Administration, I question such business. Policy-determination questions should not be left to those not qualified to make them. They should be placed with an educational agency or a person responsible -- not governors of states.

## LEGAL PROBLEMS

Will not the courts rule that school money cannot be transferred from one school district to another at the caprice of a governor? In Arkansas, state school money which legally belongs to the Little Rock School District has been distributed and spent in other school districts across the state, not being held in escrow pending some possible solution to the problems of Little Rock. Will that money ever be recaptured? It seems reasonable to assume that the "free and private state schools" would be held by the courts to be a mere pretence because of their measure of public support and control. Any system of non-public schools would require a gift, a lease, or a sale of existing properties. Such systems, further, would require financial support in order to operate. In addition, schools must maintain standards. Teachers have to be licensed. It seems that some governmental interference is inevitable. Even if there is no discernible control in the Georgia plan, these schools may be attacked on the theory of performing a governmental function or service. The courts find that state action would involve a denial of equal protection of the laws at any level of government, regardless of where it is. In condemning the private school plan the court will, in my opinion, declare that

unmistakable are the signs that this undertaking is governmentally concerned, governmentally aided, and a governmentally regulated project in education. It will declare that everywhere in evidence are the voice and authority of the state and the localities. Can the state insist that localities collect taxes for school purposes when there are no schools? There is a Teachers' Retirement Act in Georgia. It was amended in 1956, as you know, to provide for the admission of teachers who were employed in non-public, non-sectarian schools. But the State of Georgia is prohibited by law from making contributions to the retirement fund of privately employed persons. If contributions there were, they would have to come from budgets of non-public schools. The creation of private schools would give rise to suits based on the impairment of teacher-tenure contracts. A last legal problem is that the local school district enjoys immunity from suit for its torts. It is an arm of government and "the king can do no wrong." In its corporate capacity, a board cannot be sued at common law. Non-public schools would not enjoy this legal protection.

## HIDDEN PROBLEMS

I would like to talk about educational opportunity, about accreditation, the possibility of corruption, illiteracy, the relations between the federal government and the state, the regulation and control over the schools, and the extreme shortage we have of trained personnel. This private day-school, to which I referred a moment ago, had an enrollment this year of 131. The school is expecting 250 to 260 pupils next year. Last week, 140 applicants had already been rejected. The real issue in this public-non-public school controversy is not one of money and costs. It concerns itself with what happens to a child's future. If he is placed in a too-nearly homogeneous group such as a private school, his chances of building patterns of success are greatly restricted by the substantial increase in competition in that particular school. If one wishes to develop a child to the greatest possible extent of his ability, it's not fair to implant habits of being second or third best by subjecting him to what I call "hot-house" schooling. An occasional Bacon or Mills is not enough for the leadership we need in this world today.

Public education, as you know, falls far short of its ideals today, even in the most enlightened states. Increased effort needs to be made by those states to broaden and improve their opportunities. Can states which now are far behind that national average afford to abandon their progress and get a kind of makeshift affair? About three-fourths of all the kids in Georgia who are 18 do not go on to college. Will the non-public school be able and willing to provide a type of secondary schooling that would enable these youngsters to make an honest and a real place in our society? Helping the non-academic has been a very difficult job in the public school. It isn't going to be any easier in a private setup.

Proposals to abandon the system of public schools need to be examined very carefully. The number of children of elementary and high school age will continue to increase for many years to come. Before we abandon our public schools, some action by the Georgia General Assembly is needed. Full responsibility for educating children then would fall on parents and non-public schools.

Today's industrial life is much too complex to allow any place for illiterates. In the armed forces there is no place. The Army stopped drafting illiterates in 1958. There is a higher percentage of illiteracy in the states with low school expenditures. There is also a smaller circulation of magazines. The general level of educational attainment of the people is low in poor states with low school expenditures. Because of present population mobility, a state with a system of inadequate schools pushes off its improperly trained people into regions where good schools do exist. About 15 per cent of the school-age population migrates, or moves, from one state to another in a five-year period.

Management traces industrial accidents to several causes. One of the main ones is illiteracy. The scope of the problem came to light during a conference in March of 1959. Nine per cent of the over-25 age adults in the United States -- nearly 10,100,000 -- are functionally illiterate in English. Of the 10,000,000, two and a half million had never attended any school at all. The conference reported that by 1970 it is estimated that technologically unemployable would be 15,000,000.

## ACCREDITATION

Will graduates from non-public schools in Georgia be admitted to out-of-state schools and colleges? Makeshift elementary schools might get by. Accreditation might not seem too important to parents. Makeshift high schools will satisfy nobody. Accreditation is extremely important. Hastily composed non-public schools may not get accreditation easily, if ever. To a minimum degree, at least, there must be conformation by such schools to the standards and safeguards of accrediting agencies. Do parents value the assistance which comes from certification by a group of professional people -- that the facilities, the staff, and program of the non-public schools are adequate to provide acceptable learning opportunities? Accreditation, as we know, has had a recognized influence upon property values in the community. Are not the selection of locations for new industrial plants sometimes finally decided upon by the comparative ratings of schools in the communities that are being considered? I submit they are.

Again, Americans believe that those who are responsible for the administration of their schools, as well as those who teach in the schools, should be especially prepared to meet these responsibilities. There is little recognition, or acceptance, of the idea of qualifications for personnel in some of our non-public schools. There is a voluntary system of services; token payment is sometimes the practice. Accreditation of secondary schools in Georgia dates back from 1904. Turning back the clock almost a half-century hardly seems prudent. The original purpose of accreditation, and it seems to be sound, was this: to develop school programs, stimulate instructional improvement, and the preparation of lists of schools qualified to prepare pupils for admission to college.

To surrender the control of education by inaction, I would say, would impair very seriously the balance between the federal and state governments. If Georgia should vacate the field of public education, there is a real possibility that the federal government could step in and establish schools on a desegregated basis. You remember the first decision of the Supreme Court in the segregation decision of 1954? Seems to me it touched very deeply, as we know, on the relationships between the federal and state government. Despite

Little Rock -- and these other to be regretted incidents -- the language of the segregation decision does much to establish a national policy concerning public education. The federal courts have done much more than Congress to create a national policy for public education. This comes from Spurlock's book, Education and Supreme Court, 1955. I think there's a suspicion that the dispersion of educational functions among more than a score of federal agencies, most of which do not have the word "education" in their name at all, helps the public preserve a delusion. And the delusion is -- the federal government does not interfere with the sacred rights of the state and local communities to control our great public education system.

How can questions regarding public tax support for the operations for non-public schools be discussed without widening and provoking religious controversies? There are many persons who openly state their fear of the practice of extending financial aid to non-public schools. They are afraid, of course, of encouraging any church-related education whatever. This problem of private schools involves, without question, the problem of parochial schools.

When taxation for school support tends once again to be local, optional, and permissive, I submit that only mischief can and will result. Has not the provision of direct public aid to private individuals and organizations often proved, in the past, to be a source of embarrassment? Have not the private interests vied for favor in our state legislatures? Permanent public school funds have been mismanaged seriously in the past when they have been under direct public control. What fate awaits such funds when they fall under the management of private corporations with much fewer controls than we have now? And here's a quote from a recent United States Office article, 1958 -- "In virtually every instance when the state legislature appropriated money or property, or lent money to a private organization, there were charges of favoritism and corruption." The interests of private school groups, I submit, could become so firmly entrenched within the State of Georgia, and supported by a legislation, that it might take generations to undo the mischief. Potential control of schools by any partisan groups, whether they're political or religious, must be considered not only undesirable but highly dangerous. What provisions could be made for schools to have independent status so that educational issues could be determined separately from other issues? What safeguards would insure that boards and educators would not be subjected in their concerns by a controlling partisan group?

## REGULATION

What about the regulation and supervision of these mushrooming, non-public schools? Under the plan of non-public schools, who is to formulate the rules? Who is to keep all the records, audit all the accounts and expenditures, enforce these rules and regulations? Who is to possess the authority to suspend teachers and revoke any teacher's license for certain reasonable causes? In most states controlled by laws not exercised directly or specifically over the qualifications of teachers in non-public schools, in fact, most of the 50 states now have no specific regulation on this matter at all. To prevent private schools from being harassed by the requirement of numerous inspections of buildings, some Georgia legislators look to Virginia and find their plan very attractive. Their group has recommended, as you could have read in the papers, legislation to get these non-public schools out from under the state requirement of inspection. And this, of course, is going to be emotional, but let me quote

it: "A non-public school, under this proposed legislation, would merely secure a permit from the State Board of Education with the approval of the State Fire Marshal for the operation of the non-public school. Such non-public school would not be subjected to any local zoning ordinances, plumbing codes, or building costs." Presumably, any latrine of adequate dimensions might serve as a school.

## ECONOMIC CHAOS

If we abandon our public schools, there seems to be no room for doubt that many people will be discouraged from remaining in, or imigrating into Georgia. The economic progress of the last two or three decades will not only be arrested but, of course, will go backward. The higher cost of non-public schools, without question, has the effect of encouraging families who now work in manufacturing plants, business concerns, special services, to move to other states where facilities for education are much more attractive than here. Jim Montgomery said this in Atlanta a couple of months ago, "Abandonment of our present school system would do these three things: arrest the economic development of the last two decades; undermine our present economic strength; and cause the abandonment of its otherwise bright opportunities for a continued economic growth." If inadequate schools are welcomed, and of course we know they are by some, people can look forward to these things: larger and larger sized classes, half-day schooling for many thousands, much lower teacher salaries, abandonment of the schools by competent personnel, the failure to recruit promising young persons for teaching, much greater shortages of trained manpower, social and economic deterioration, and a loss of brain power in our race with foreign powers.

Will there be buyers for school bonds floated to expand the school facilities in Georgia? Won't the risk of unsettled conditions be so great as to dissuade potential purchasers? DeKalb County citizens will vote on a sixteen million dollar bond issue soon. Will those bonds be sold, should there be a court decision?

The vagueness of the language of our statutes in Georgia may be a cause for long delay in providing adequate education. The courts are going to have to interpret, interpret, and interpret. If the schemes and plans of Georgia officials are struck down, declared unconstitutional by the courts, what then faces the citizens of Georgia? What can be the next steps?

What about the future of the State Guidance and Testing Program? What about the future of state supervisors? What about our science supervisors, our science scholarships? What about the future of our library services, our film library services? The uncertainty that clouds the future of Georgia's school system is having an adverse effect on the recruitment of qualified personnel needed right now by our universities and industry.

In the school year 1958-59, Georgia employed about 30,000 teachers in school grades below college. Today, there is a general shortage, as you know, of skilled and trained personnel. Boards of non-public schools have to compete for these qualified teachers. It's a seller's market which will determine just how difficult it will be to locate qualified staff members. How many college faculty members will abandon Georgia the day that Georgia abandons public education? How much money will it take to get most of them back -- or others to

return to the state -- if, and when? An extremely expensive item would be the rebuilding of teaching staffs in the public schools when Georgia again would assume support of public education.

What happens when the public schools of the community are closed? The communities are rent apart, to judge from comments of persons in Norfolk and Charlottesville, Virginia. Terror, hate, hostility all come up to the surface in the body politic. The sickness which is always there is exposed in the divided community. Our way of life will make no gain in that locality where pupils and teachers and parents are caught up in an atmosphere of fear and suspicion and repression. It is said that a system of private schools is impossible legally, socially, and economically in the mixed society which exists in the State of Georgia. It is contended by some that the private school plan is only one of several subterfuges advocated by a freightened people who do not care, or dare, to meet important issues on the basis of judgment and logic. Doubts have been cast upon the proposals by which Georgia contemplates total permanent segregation. These doubts do not prevent their adoption as calculated risks, for delay or postponement of desegregation. The value of these proposals which contemplate permanent segregation must be weighed against the possibility of subjecting the operation of our schools to legal quarrels and harassment, damage suits, and possibly considerable court supervision -- of the operation of our public schools. Much is implied by the question asked a minute ago: "Do we want non-public schools instead of public schools?" Time has run out. Evasion must, and is, coming to an end in Georgia. The strategy of massive resistance is being put to its final tests. No doubletalk by any of us can now alter what is clear -- that public schools can be maintained as a base of our public school system -- only when there is compliance with the federal law. The sooner it is recognized that this is so, the sooner will society pass this crisis point and be able to get down to the business of education for all in the public schools -- with the option, of course, of sending our youngsters to non-public schools if the parents so choose. Substituting private for public education may have an heroic appeal in a time of trouble. On sober reflection, the situation scarcely seems prudent. The foregoing facts and figures suggest, of course, that there's no easy, no simple way to answer the question. However, I think we ought to shed light on this question -- it's better, of course, than just merely opinion or guesswork. Long continued differences of opinion among us will serve only to add to the confusion and uncertainty. When these differences continue to go unresolved as they are in Georgia, they are likely to interfere with sound developments. We need specific debate and specific proposals so that people can note intelligently and carefully and look at carefully thought out alternatives. And here's a quotation from a book that just came out about nine days ago: "The process of serious discussion, attempting to understand, taking into consideration the point of view of the other person, and striving to find common ground as a basis for agreement which has been so significant in the past, must be pursued vigorously in the future if schools are to continue as a vital force in our American life." To get quality education, people must not only want it vaguely and abstractly, they must also know what is meant by quality education. The education of the young involves much more than the public service. It involves the whole concept and shape of the future and actually the ultimate issues of life.

LEWIS WADE JONES
Fisk University
December 18, 1962

Dear Leslie:

Thank you for your kind letter of December 13th. I shall be happy to be of any service I may in connection with the development of the research plan on the Voter Registration project.

Also, I should like to take up with our mutual friends at the foundations, when I see them in February, both my idea about the need for a study of "the Negro community" and yours that Augusta, Georgia would be a good choice for such a study.

I am sending the expense account herewith.

Wishing for you and your family a fully staisfying holiday season.

Sincerely yours,

Lewis

Mr. Leslie Dunbar, Director
Southern Regional Council,
5 Forsyth Street, N. W.
Atlanta 3, Georgia.

FISK UNIVERSITY
NASHVILLE 8, TENNESSEE

DEPARTMENT OF ECONOMICS
AND BUSINESS ADMINISTRATION

February 1, 1963

SBV
RAV
MJ

Dr. Leslie Dunbar
Executive Director
Southern Regional Council
5 Forsyth St. N. W.
Atlanta 3, Georgia

Dear Les:

Under separate cover I have mailed my manuscript on the position of Negroes in the southern economy. I have treated most of the items included in the outline submitted with my letter last May 27. I only hope the manuscript isn't too long for what was intended. Likewise I hope you will find it satisfactory.

Included in the manuscript you will find several attempts at graphic illustrations. The person who was to do this chore for me left school so I did a crude job on them hoping that the real job can be done at the SRC. Also I hope additional charts will be included if feasible.

Attached you will find a list of obligations incurred in developing the material. This is submitted in accordance with Jim Moss' letter of June 13. I would appreciate it if you would rush the payment to Mr. Mutisya. He is attending the Atlanta School of Business and has urgent need for the funds.

Thanks for the opportunity to present the manuscript and your patience with an over worked fellow. I would be pleased to have an early reaction to the effort.

Sincerely yours,

Vivian W. Henderson

Encl: 1

FISK UNIVERSITY
NASHVILLE 8, TENNESSEE

DEPARTMENT OF ECONOMICS
AND BUSINESS ADMINISTRATION

February 13, 1963

Dr. Leslie Dunbar
Southern Regional Council
5 Forsyth St. N. W.
Atlanta 3, Georgia

Dear Les,

Thought you would be interested in the enclosed material .

Sincerely,

Vivian/a
Vivian

Nashville Tennessean, Dec. 14, 1962

# Negro Leaders, Clement Talk

Employment opportunities, education, welfare, penal reform and Negro membership on state boards and commissions have been discussed with Gov.-elect Frank Clement, leaders of the Tennessee Voters Council disclosed yesterday.

Negro leaders of the council said that Clement met for some time with council representatives last Saturday.

One of the council leaders said that representatives discussed with Clement means for "implementing a program for progress in these and other areas."

THE VOTERS council is a statewide Negro political organization composed of independent political groups operating in 62 counties of the state where more than 95 per cent of the Negro population resides.

A council spokesman said:

Our council largely was responsible for the governor-elect receiving more than 85,000 votes from the Negro electorate in the August Democratic primary. He received comparable support in the November general election.

Members of the committee which met with Clement were: C. F. Williams, A. W. Willis, Russell B. Sugarmon Jr. and B. L. Hooks, all of Memphis.

MRS. S. H. FREEMAN, V. W. Henderson, Herman H Long, Thomas E. Poss and Avon N. Williams Jr., all of Nashville; Mrs. Edna H. Sparks and Frank R. Gordon, both of Knoxville; C. T. Vivian, Chattanooga.

Mrs. Marie M. Penn, Mrs. M. B. Monroe, and A J. Porter, all of Jackson, J M. Granberry Jr., Columbia, and Larry Pendergrass, Dickson.

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T E N N E S S E E  V O T E R S'  C O U N C I L

# OPPORTUNITIES FOR PARTICIPATION BY NEGROES IN TENNESSEE STATE GOVERNMENT

MEMORANDUM

Submitted by
COMMITTEE ON GOVERNMENT CONTACTS

NASHVILLE
December 15, 1962

# C O N T E N T S

I. About The Tennessee Voters' Council

II. Opportunities For Participation in Tennessee State Government

APPENDIX:

Negro Employment in Tennessee State Government, A Report by the Nashville Community Conference on Employment Opportunity

# T E N N E S S E E  V O T E R S'  C O U N C I L

## COMMITTEE ON GOVERNMENT CONTACTS

Mrs. Mildred Freeman
Frank Gordon
M. Grandberry
Vivian W. Henderson
B. L. Hooker
Herman H. Long
T. C. Ozier
Larry Pendergrass
Thomas E. Poag
Russell E. Sugarmon
C. T. Vivian
Avon Williams
Harvy Vick
C. F. Williams, President

A. W. Willis, Chairman

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## CONSULTANTS TO THE COMMITTEE

Herman H. Long
Vivian W. Henderson

Mahlon H. Griffith

# TENNESSEE VOTERS' COUNCIL

## MEMORANDUM

## I

## ABOUT THE TENNESSEE VOTERS' COUNCIL

The Tennessee Voters' Council is primarily a leadership group organized for the purpose of increasing and maintaining the Negro voting strength at its maximum potential, organizing and coordinating the Negro vote to play an effective role in the State of Tennessee. The Council does not propose to dictate or to direct the individual voter's choice of candidates. The Council, however, does stand for the proposition of analyzing and studying the record, background, and position of candidates in public office and, after deliberation by leaders from across the State, the Council attempts to make a recommendation to the voters in the best interest of the Negro citizens.

In the Council, dedicated leaders assemble in serious deliberation on the issues facing the Council and it is believed that the views and conclusions reached by the Council will be in the best collective interest of all of the people of Tennessee. True leaders are not self-appointed, but rather represent men who have been thrusted in the forefront to make decisions and give guidance to their respective followers. If proclaimed leaders do not, in fact, represent the best interest of their claimed followers, the natural results will be a rejection of this leadership to be replaced by new, dedicated and sincere leaders.

The Tennessee Voters' Council does not have the branches or units in which to pass down policies and give directions and instructions. On the contrary, the Tennessee Voters' Council has independent supporting organizations located in every county with any significant Negro population. These organizations go by various names, such as: THE SHELBY COUNTY DEMOCRATIC CLUB; THE DAVIDSON COUNTY INDEPENDENT VOTERS' COUNCIL; HAMILTON COUNTY VOTERS' COUNCIL; THE JACKSON-MADISON COUNTY VOTERS' LEAGUE; and others. These organizations have supported and backed up the Tennessee Voters' Council and its decisions of their own free will because

they believe that the views and conclusions growing out of their deliberations are in the best interest of all the citizens of the State of Tennessee. These are the groups that will actually carry the battle in this fight for Democracy and Freedom. All of these groups are dedicated to the principles that " in unity there is strength" and "we should unite if we are to make progress".

Just as physical locations have great effect upon strategic battle positions in war, Tennessee Voters' Council's battle positions must follow the natural locations of our people in the "Battle with the Ballots". We must fight from where we live.

The total Negro adult population in the State of Tennessee, according to the U. S. Census of 1960, is approximately 314,000, of which two-thirds or 216,363 reside in five (5) urban areas, namely: Memphis, Jackson, Chattanooga, Nashville, and Knoxville, while 90,953 reside in 44 counties with ten (10) of these counties containing from 3500 to 10,000; twenty (20) of these counties from 1000 to 35,000, and the remaining fourteen (14) from 500 to 1000. This means that all of the adult population, with the exception of approximately 6500, reside in 49 of Tennessee's 95 counties. All 49 of these counties could be considered significant in terms of organization of the State in one (1) voting unit.

A further examination of the distribution of adult Negroes in Tennessee can be seen, as follows: In West Tennessee, comprised of the seventh, eighth, and ninth Congressional Districts, there are 176,156 adult Negroes representing 51.12% of the Negro population of the State. In Middle Tennessee, comprised of the fourth, fifth, and sixth Congressional Districts, there is a Negro adult population of 82,949 constituting 26.43% of the State's total Negro adult population. In East Tennessee, comprised of the first, second, and third Congressional Districts, there is a Negro adult population of 54,769 representing ~~17.45%~~ 18.55 of the State's total Negro population.

During the August 2, 1962, Primary and again in the November 6, 1962, General Election, the Tennessee Voters' Council worked vigorously in 62 of Tennessee's 95 counties where all but some several hundred of Tennessee's Negro

adult population reside. The Council perfected political organizations in each of the 62 counties in which it operated. It can be said, fairly certain, that no other organizations operated in any of the 62 counties, with the exception of ineffective groups in the five (5) urban cities and one or two scattered counties in and around the urban areas. As a result thereof, an estimated 102,000 Negroes went to the polls in the August Primary of which a conservative estimate of 85,000 voted for the winning candidate for Governor, Frank G. Clement, who polled a total of 309,333 votes over and against William Farris who polled a total of 202,813 votes and P. R. Olgiati who polled a total of 211,812 votes. A shift of 54,000 Negro votes to either of the other two major candidates would have changed the results. In the General Election, the Negro voting pattern held firm and approximately 82,000 Negroes cast their votes for the Democratic nominee for Governor.

## II

## OPPORTUNITIES FOR PARTICIPATION BY NEGROES IN STATE GOVERNMENT OPERATIONS IN TENNESSEE

### A

Emerging from the many changes occurring in the State of Tennessee, and the nation, are "new" opportunities for increased and improved participation by Negroes in the business of operating our State Government. The opportunities are new only in the sense that Negroes in the State have new expectations regarding active participation in State Government as an accompaniment to their open and active political participation, with new drive and orientation, to help elect government officials who they hope will pursue programs and policies commensurate with their expectations, and help elect government officials who will take positive steps to absorb Negroes in a significant way in conducting the affairs of the State.

The State of Tennessee has experienced many improvements during the past decade, including improvements in its racial climate. These changes have brought the State to the threshhold of becoming, in reality, the gateway to the "New South". It is in its best position to move forward, with vigor, in terms of absorbing <u>all</u> citizens into the mainstream of its economic and political structure

and bring about substantial improvements regarding the role of Negroes in State affairs.

Results produced by vigorous leadership in this area would not only improve upon the situation in so far as Negroes are concerned but such would lend itself to placing into focus for the Nation the important role Tennessee and its leadership plays in the "New South".

B

Participation in State Government covers several areas and it may come in several different forms. For example: merit employment, and the absorption of Negroes into the employee force of the State, with open opportunity to acquire higher levels of occupations in the various departments and administrative agencie is involved; job appointments to administrative posts are involved; and reprensentation on policy-making Boards and Commissions is another type of participation.

The work and dfforts of the Tennessee Voters' Council is directed toward the achievement of open and active participation by Negroes in running the State Government. It has worked to help elect government officials whom it hopes will implement programs to accomplish such ends. It is within this framework that a set of hopeful expectations are presented in this memorandum regarding the absorption of Negroes into the affairs and operations of the State during the next four years.

C

EMPLOYMENT, APPOINTMENTS, AND REPRESENTATION(1)

1. Employment.--It is unnecessary to dwell on the urgency of employment opportunity for Negroes in the departments and agencies of our State Government. The work of President Kennedy's Equal Employment Opportunity Committee has done much to bring the problem into excellent focus and vigorous leadership is being exercised at the Federal level in this area with significant results having been obtained within a relatively short period of time.

The current status of employment and occupational opportunity in the State

(1) See below, Part F, on the role of Tennessee Voters' Council in the area of appointments and Board representation.

Government of Tennessee is set forth in a document accompanying this memorandum.(2) A major conclusion emerges from the data: that Negroes are seriously underutilized in State Government employment in terms of (1) numbers of Negroes employed; (2) in terms of distribution of employment of Negroes among the various agencies and departments; and (3) in terms of occupations held by Negroes.

For example, Negroes make up 16.4 per cent of the State's population, but in 14 agencies employing 17,295 persons Negroes make up only 1,223 or 7.1 per cent of the total number employed in these agencies. (The total number of persons employe by the Government is about 20,000.) Over eight-tenths, 82.3 per cent, of the jobs in the State fall in white collar categories....i.e. clerical, professional, supervisory, but just over one-tenth, 11.2 per cent, of the 1,223 Negroes employed in the 14 agencies occupy white collar positions; clerical workers are utilized by 81 per cent of the government's agencies and departments but only 11.7 per cent of the agencies employ one or more Negroes in this capacity; and only 1.5 per cent of the 1,223 Negroes employed in the 14 agencies are employed in clerical jobs. There are 1,216 job classifications in the 14 agencies but Negroes are included in only 9.5 per cent of these classifications, suggesting restrictions and limitations with regard to occupational mobility within State Government operations. By and large the majority 80.3 per cent of the total Negroes employed in the 14 agencies are employed in menial, operative, service, custodial jobs and as semi-skilled and unskilled laborers.

Tennessee has lost through outmigration 10 per cent of its Negro population during <u>each</u> of the last two decades. The majority of this outmigration involved young people between the age of 18 and 35, that part of the population in which the State has made considerable investment for purposes of education and training, the most valuable part of our human capital. This loss is attributed primarily to one set of factors, the <u>denial</u> of economic or employment opportunity to Negroes

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(2) "Negro Employment in Tennessee State Government," A Report Prepared for the Nashville Community Conference on Employment Opportunity by Herman H. Long and Vivian W. Henderson

and the within the state attraction of such opportunity outside the State in nonsouthern areas. For example, the Highway Department reports the availability of training jobs for student engineers, particularly during the Summer months. Tennessee A & I State University is charged by the State with the responsibility of training engineers but none of them have either been employed by the State nor ever included in such training programs as those offered by the Highway Department.

The State Government of Tennessee is obligated to give leadership in opening new and better opportunities, on a nondiscriminatory basis, to Negro citizens, involving in particular its young people. It is hoped that the forthcoming administration will take positive steps and give leadership in accomplishing the aims involved in this area.

2. Administrative Appointments.--The authority to make administrative appointments and the ability to exercise influence over appointments to administrative positions offers the forthcoming administration an excellent opportunity to give leadership in the area of absorbing Negroes in State Government. Here again it is unnecessary to go into detail regarding the wide range of possibilities for appointing Negroes to positions of respect, responsibility and authority to help run the affairs of the State. It should be pointed out, however, that the Tennessee Voters' Council is hopeful that persons with strength and qualification will be appointed, who can meet the criteria of respect and responsibility.

a. The list of possibilities for appointments can be very long. Only a few areas are included here: appointments in the area of insurance and banking revenue and taxation, in the administration of justice, in the administration of public welfare, to the various Departments of Health, in the area of corrections and parole, and in personnel administration.

b. The Tennessee Voters' Council is also hopeful that Negro persons will be appointed in capacities as Administrative Assistants in the Executive Offices of the State. This too, very importantly, should be a person of strength and quality who can and will assist the Administration in developing and carrying

out policies and programs in fulfilling the aims set forth in this document.

The matter of appointment covers the whole operation of State Government, it is hopeful that the forthcoming Administration will move forward in this area in so far as Negroes are concerned.

3. Representation on Boards and Commissions. At the present Negroes have no representation, by racial identity, on any of the Boards and Commissions of the State, excepting the Youth Guidance Commission. Such representation is important with regard to all policy-making bodies of the State. There are certain of such bodies, however, where Negro representation is more important and, indeed, crucial than others. The following examples fall in the latter category: State Board of Education; the welfare commission, the corrections and parole board; the prison board, the various health boards such as mental health and public health and the State Hospital Board; the various examining boards including medical, barbering, funeral and real estate; and, where it is within the authority of the Executive appointment, the Election Commissions of the State and County.

D

STATE HUMAN RELATIONS COMMISSION

One of the vehicles presently in use in 34 states, the District of Columbia and several municipalities to work to bring about a better human relations climate is through a well established Human Relations Commission. Given the proper structure these agencies have proved to be very effective in their work. They are established either through legislation or by Executive Order. Various names are given the body so established and they have varying degrees of authority and responsibility regarding scope and activity. Our "sister state," Kentucky, was one of the most recent states to establish such a Commission.

It is hoped that Tennessee will have such a body with full authority to pursue a positive program in the area of human relations, and to work with, and through, the State Government to create a climate throughout the State which will

be conducive to its growth and the fullest absorption of Negroes in the social, economic and political life of the State.

E

Beyond the matters given above, the Tennessee Voters' Council is concerned with various other problems and issues which become more important each day.

1. Education

a. Blind School and Special Education.--One of the most serious inequities in the field of education relates to the fact that the Negro School for the Blind is not open and has not been open this year. The Tennessee Voters' Council is unequivocally opposed to segregated schools in any form; but Negro blind children do not have the privilege of attending even a segregated school. The desegregation of the State School for the Blind is urgent as well as other programs devoted to vocational rehabilitation and special education. It is hopeful that the forthcoming administration will take firm and positive steps in this area.

b. Vocational and Technical Training.--The status of Vocational and Technical Training is not too good throughout the State. Our industrial climate is dependent upon an adequate flow of manpower to meet new labor demands. The TVC is on record as strongly favoring the establishment of regional vocational and technical schools on a fully desegregated basis.

c. Joelton and Pikeville Schools.--Tennessee needs an expansion of such programs as the one at Joelton. This school devoted to rehabilitation of youth deliquents is operating at a high level. At the same time, the Pikeville School for Negro Boys is still in need of serious improvement in terms of management and systematic rehabilitation. During the last Administration of Governor Frank Clement significant steps were taken to upgrade the operations at Pikeville and significant results were obtained. Major steps are still needed to bring the school to the level of operation where rehabilitation is in reality a full

possibility. It is hoped that the forthcoming Administration will continue to make substantial improvements at Pikeville. (This offers a type of example as to why Negroes should be on the Board of Corrections. Except through limited access by interested citizen groups little contact with the policy making functions associated with Pikeville is had by Negroes).

d. Tennessee A & I State University.--The Engineering School at Tennessee A & I State University is not accredited; it needs money in order to become accredited and it should be expanded in accordance with changing demands of our labor markets. It is hopeful that the forthcoming Administration will work toward the expansion and accreditation of the engineering program at A & I.

Middle Tennessee is the only grand division of the State without a public supported University which in fact is available to all citizens, despite the presence of facilities in Nashville which could serve all citizens. Quoting from Dr. Herman Long,(3) "It seems apparent that it is assumed that the primary future role of A. and I. will be to serve Negro youth of the state." It is hoped that the forthcoming administration will work toward providing the kind of educational program in engineering and other fields that will make A & I attractiv to all citizens and let its image be directed toward that end.

2. Capital Punishment.--The incoming Governor is on record as favoring the elimination of capital punishment. The TVC strongly supports this position and it is hoped that the Governor will give leadership in eliminating capital punishment during the 1962 legislature.

3. Public Accommodations Legislation.-- The TVC is on record as favoring a public accommodations law that forbids discrimination against persons because of race.

4. Reapportionment.--The TVC is on record as favoring reapportionment and it strongly recommends that reapportionment be made in an equitable manner which will enhance the opportunity for all citizens to be elected to the Legislature.

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(3) Herman Long, The Negro Public College in Tennessee, Journal of Negro Education, Summer, 1962, page 348.

5, Prison and Parole Reforms.-- The operation of our State penal system is in need of reforms which will lead toward the rehabilitation of prisoners rather than continue to stress punishment. Opportunity for such rehabilitation is limited under the present system. Likewise our parole laws are inadequate to provide those rehabilitated with a full opportunity to return to society. It is hoped that the forthcoming Administration will give leadership in bringing about change in these areas.

F

ROLE OF THE TENNESSEE VOTERS COUNCIL

The Tennessee Voters' Council is hopeful that consideration be given to the areas mentioned above. The Council has at its disposal direct contact and information concerning the problems peculiar to the Negro Citizens of this State as wel as problems of vital interest to all citizens of Tennessee. We stand ready to be of assistance in the implementation of the progress not only in the areas mentione above but in any and all areas of human endeavor vital to bringing about greater prosperity in the State and of bringing about a more Democratic process.

Respectifully submitted,

COMMITTEE ON GOVERNMENT CONTACTS

Atty. A. W. Willis, Chairman

Rev. C. F. Williams, President
TENNESSEE VOTERS' COUNCIL

# NEGRO EMPLOYMENT IN TENNESSEE STATE GOVERNMENT

A Report by the

Nashville Community Conference
on Employment Opportunity

Prepared by Dr. Herman H. Long and Dr. Vivian W.
Henderson, Consultants

Submitted: December 14, 1962

# A C K N O W L E D G E M E N T

The Conference on Community Employment Opportunity expresses its deep gratitude and appreciation for interest and cooperation which Governor Buford Ellington gave, unhesitatingly and unstintedly, to the furtherance of this inquiry.

To the heads of the Departments sharing in the study and making available essential information, we also extend thanks.

No better example can be cited, perhaps, of the value and worth of the democratic process than the honest encounter of Chief-of-State, public official and citizen demonstrated in this effort to redress grievance.

# NEGRO EMPLOYMENT IN TENNESSEE STATE GOVERNMENT

(A Preliminary Report)

In the spring of 1962, Governor Buford Ellington was waited upon by a committee of Negro citizens largely representing the Nashville Community Conference on Employment Opportunity, although membership of the committee included persons active in the National Association for the Advancement of Colored People and other organizations. This meeting was part of a series of conferences and interviews which the NCCEO had initiated among both private and public sectors of the employment field, aimed toward determining the status of Negro utilization and altering the assumptions and practices which have produced local, regional and national patterns of chronic exclusion and under-use. It was perhaps the first occasion in the recent history of the community that a representative group of Negro leaders had opportunity to raise, with the chief policy-maker of the state, basic considerations of policy and practice underlying Negro employment in state government. The discussions produced a full, candid and rewarding review of the problem and led to some initial steps toward further study and amelioration.

The major proposal to come out of this session was the need to determine the actual status of Negro employment in agencies of the state government and to appraise the degree to which the directors of these agencies were attempting, or were inclined, to effect practices of <u>merit employment</u> of Negro workers broadly across all occupational levels in contrast to the traditional pattern of

"Negro jobs." Accordingly, the NCCEO undertook an interview coverage of the several agencies and Governor Ellington, in his own interest and in good faith to the Committee, introduced the study effort to the departmental executives and elicited their full cooperation. This report summarizes the findings produced by interviewing teams of the NCCEO in conference with the heads of 14 agencies of the Tennessee State Government and from reports submitted to NCCEO in two instances where direct interviews could not be arranged.

In the main, this report will deal with the essential statistical data on the number of Negro employees and the levels of occupation in which they were used by the several agencies. Important qualitative information obtained in the interviews can be added in a later and fuller account. As a reflection of the general climate of attitude which obtained in this effort, it should be mentioned, at the outset, that in every instance the interviewing teams were warmly welcomed by the several department heads, and full cooperation was given. In retrospect, the interviewing teams look upon this direct and friendly encounter as an invaluable educational experience -- both for themselves and the departmental directors -- in entering into issues which, for the most part, had lain unattended.

Extent of Negro Worker Use

The major findings of the study are summarized in the four tables contained in the text of this report. An additional appendix table, Table A, carries a full breakdown of the Negro employes by specific jobs and job levels. Among the 14 agencies covered, a total of 17,295 employees were reported, representing approximately 85 percent of an estimated 20,000 workers serving all of the agencies

in state government. (See Table I.) These agencies had a total Negro employee force of 1,223, and it is likely that this number is a very close approximation to all of the Negro workers under state agency employment.

Negro workers were 7.1 percent of the total employee force of the state agencies, exclusive of the personnel of state institutions of higher learning who, because they are directly hired by the institutions involved, were not immediately pertinent to the study. As a benchmark for purposes of rough comparison, it may be observed that Negroes constitute 16.4 percent of the state's population. Thus, their representation in employment opportunities offered in state government, 7.1 percent, is grossly below their proportion in the total population -- less than half.

As to extent of Negro employment over the range of state agencies, the following findings are most salient:

1. Some Negro workers were found in all of the 14 reporting state agencies, with the number ranging from a low of one worker in the Department of Standards and Purchases to a high of 492 in Public Welfare.

2. Even with such representation, however, in all but one agency, Public ~~Welfare~~ HEALTH, the number of Negro workers fell far below their proportion in the general state population. In this agency, Negro employment exceeded the gross population standard by a conspicuous margin.

3. Negro employment in state government is largely concentrated in two agencies -- Mental Health and Public Health -- which together had 797 Negro workers, amounting to <u>65 percent</u> of all Negro employees in state establishments.

   The third highest proportion of Negro employees was found in the Department of Education where its 83 Negro workers constituted 10.4 percent of the total employee force.

Table I Tennessee: Total Emplooyees and Number and Percent of Negro Employees by Department (14 Departments) 1962

| Department | Total Employees | No. Negro Employees | Percent Negro Employees |
|---|---|---|---|
| All Departments | 17,295 | 1,223 | 7.1 |
| Agriculture | 179 | 9 | 5.0 |
| Conservation & Commerce | 1,575 | 44 | 2.8 |
| Corrections | 975 | 82 | 8.4 |
| Education | 795 | 83 | 10.4 |
| Employment | 861 | 35 | 4.1 |
| Highways | 6,018 | 55 | .9 |
| Insurance & Banking | 204 | 9* | 4.4 |
| Labor | 70 | 2 | 2.9 |
| Mental Health | 2,419 | 305 | 12.6 |
| Personnel | 30 | 2 | 6.7 |
| Public Health | 2,096 | 492 | 23.5 |
| Public Welfare | 1,418 | 93 | 6.6 |
| Safety | 655 | 11 | 1.7 |
| Standards | | 1 | |

* Includes Regulatoary Boards -- Total 113; Negro 6.

5. On the other extreme the most severe under-representation of Negro workers was in the departments of Highways and Conservation. In the case of the latter agency, the 44 Negro employees were only 2.8 percent of the total agency force of 1,575.

Range of Job Access

In addition to numerical or proportional representation in the work force, a further and important index to employment opportunity is the degree of Negro or minority worker use over the total range of jobs available. It is possible to have relatively large numbers of Negro workers concentrated in only a few job types or categories, in which case the sheer size of the Negro worker force would not at all be an adequate index of good employment opportunity. Thus, as a partial measure of constriction of opportunity or its opposite , the quantitative range of job types and classes in which Negroes are found becomes significant. Table II summarizes the data in this regard. It shows the number of job types or classes which were available in the agencies, on the one hand, and the number in which Negro workers were found, on the other.

The most conspicuous general finding in this regard is the very limited extent of Negro worker use over the total range of jobs available in the state government agencies. A total number of 1,216 job types or classes were found in these agencies and Negroes were found in only 115 or 9.5 percent of the cases.

Another way of putting it is that Negroes have failed to find access to more than 90 percent of the types of jobs available in state government.

Table II Tennessee: Number of Job Classes[1] in 14 State Administrative Agencies and Number and Percent in which Negroes are Employed

| Department | Total Job Classes | No. of Job Classes with Negroes | Percent of Job Classes with Negroes |
|---|---|---|---|
| All Departments | 1,216 | 115 | 9.5 |
| Agriculture | 50 | 4 | 8.0 |
| Conservation & Commerce | 125 | 13 | 10.4 |
| Corrections | 15 | 13 | 86.7 |
| Education | 294 | 10 | 3.4 |
| Employment | 63 | 9 | 14.3 |
| Highways | 236 | 8 | 3.4 |
| Insurance & Banking | 91 | 3 | 3.3 |
| Labor | 23 | 2 | 8.7 |
| Mental Health | 22 | 16 | 72.7 |
| Personnel | | | |
| Public Health | 150 | 19 | 12.7 |
| Public Welfare | 90 | 16 | 17.8 |
| Safety | 57 | 2 | 3.5 |
| Standards | | | |

1. Job classes or types not equivalent to number of employees or jobs filled, since more than one worker may hold a job in a certain class or type.

In the case of specific agencies, the following findings are of additional significance.

1. Even though Education was among the highest ranking agencies in proportion of Negro employees, it feel within the lower ranking establishments in terms of range of job types held by Negroes -- 3.4 percent. Others in this category were Agriculture (8.0), Highways (3.4), Insurance and Banking (3.3), Labor (8.7), and Standards.

2. Mental Health comes out best among all the agencies, having a high level of Negro employees (12.6%) and a high degree of Negro access to the types of jobs available in the agency (72.7%).

3. Public Health, with the highest numerical and proportional Negro employee force, nevertheless had Negro workers in only 12.7 percent of the job type range.

Occupational Level of Negro Employee Force

The pertinent data here are contained in Tables III and IV. In general, state administrative functions require a high degree of employee concentration in clerical and professional performances -- commonly referred to as "white collar jobs." It may thus be assumed, in the absence of a breakdown of the total state employee force by occupational level, that the vast majority of jobs cluster in these categories. A Significant point of evaluation, then, is posed by the question as to how much the occupational distribution of Negro state employees conforms to this general pattern.

1. Occupationally, it is apparent from the findings that the pattern of Negro use is exactly the opposite from that which obtains generally in state employment. More than half the Negro employees (50.6 percent) are in unskilled jobs.

   If the professional and clerical jobs are combined to comprise a general "white collar" category, 80.3 percent of the Negro workers fall below this level of occupation. These include technical, skilled, semi-skilled and unskilled workers.

Table III Tennessee: Distribution of Negro Employees in State Administrative Agencies by Occupational Level*

| Occupational Level | Number of Negro Employees | Percent* |
|---|---|---|
| All Levels | 1,223 | 100.0 |
| Professional I | 31 | 2.6 |
| Professional II | 101 | 8.6 |
| Semi-Professional & Pre-Professional | 82 | 7.0 |
| Technical, Skilled Workers & Craftsmen | 159 | 13.6 |
| Clerical | 17 | 1.5 |
| Semi-Skilled | 186 | 15.9 |
| Unskilled | 597 | 50.9 |
| Unclassified** | 6 | |
| Not Given by Level | 44 | |

* Percentages exclude "not given" (all from one agency)

** Members of Regulatory Boards.

Table IV Tennessee: Negro Employees in 14 State Administrative Departments by Number and Percent in Professional Jobs, Above Unskilled Level, and in Unskilled Jobs

| Department | Total Negro Employees | Professional Jobs | | Above Unskilled | | Unskilled | |
|---|---|---|---|---|---|---|---|
| | | No. | % | No. | % | No. | % |
| All Departments | 1,223 | 132 | 11.3 | 580 | 49.4 | 593 | 50.6 |
| Agriculture | 9 | 1 | 1.1 | 5 | 5.6 | 4 | 4.4 |
| Conservation | 44 | | | | | | |
| Corrections | 82 | 27 | 32.9 | 79 | 96.3 | 3 | 3.7 |
| Education | 83 | 23 | 27.7 | 53 | 63.9 | 30 | 36.1 |
| Employment | 35 | 3 | 8.6 | 25 | 71.4 | 10 | 28.6 |
| Highways | 55 | | | 12 | 21.8 | 43 | 78.2 |
| Insurance | 9 | | | 3 | 33.3 | 6 | 1.1 |
| Labor | 2 | | | 1 | 50.0 | 1 | 50.0 |
| Mental Health | 305 | 9 | 2.9 | 157 | 51.5 | 148 | 48.5 |
| Personnel | 2 | | | | | 2 | 100.0 |
| Public Health | 492 | 23 | 4.7 | 157 | 31.9 | 335 | 68.1 |
| Welfare | 93 | 46 | 49.5 | 88 | 94.6 | 5 | 5.4 |
| Safety | 11 | | | | | 11 | 100.0 |
| Standards | 1 | | | | | 1 | 100.0 |

* Percentage excludes 44 employees unclassified by occupational level.

2. The most extreme under-representation of Negro workers was found in clerical jobs. Only 17 Negro employees were so classified, and they accounted for a bare 1.5 percent of the Negro worker total.

3. There were just 132 Negro professional workers of all types embracing the Negro employee force. This number amounted to 11.2 percent of the Negro worker segment.

4. On the more favorable side, Corrections, Education and Public Welfare had the largest segments of Negro workers in professional jobs, with 32.9, 27.7 and 49.5 percent of their workers, respectively, so classified.

5. At the same time, six agencies -- Highways, Insurance and Banking, Labor, Personnel, Safety and Standards, did not have a single Negro worker to fall into either of the two professional classifications.

Training Opportunities

In addition to direct employment, the state government provides opportunity for training in programs for which the state programs have special needs. These positions are available at both pre-employment and post-employment levels, providing opportunity for entrance into a wide variety of professional jobs and for improvement of job status of those under employment. The following is a listing of these available training opportunities, as seen in the job titles reported by the Personnel Department for all of the state agencies.

IN-SERVICE POSITIONS

Juvenile Probation Division

1 Field Probation Trainee

Department of Conservation and Commerce

1. Geologist Trainee
2. Student Geologist Part-Time
3. Industrial Economist Trainee

Department of Welfare

1. Child Welfare Trainee
2. Tuition and Maintenance Grant

Department of Public Health

1. Industrial Hygiene Aide
2. Sanitary Engineering Aide
3. Engineering Aide coop.
4. Clinic Assistant
5. Clinic Aide
6. Medical Assistant
7. Dental Extern

Administration Division (Agricultural)

1. Serologist Trainee
2. Jr. Seed Analyst Trainee

Department of Highways

1. Engineering Aide High School -- Seasonal
2. Engineering Student coop.
3. Engineering Student coop. TPI
4. Engineering Aide College -- Seasonal
5. Instrumentation Trainee

Department of Mental Health
1. Student Nurses (R.N. Course)

Department of Public Welfare
1. Child Welfare Trainee

Department of Public Health

1. Nurses (undergraduate)

No information was at hand which indicated the actual number of persons found in the trainee positions. But it was of interest to this study to determine to what extent Negroes had found access to these opportunities for training. On the basis of the listing of specific jobs held by Negroes in state government, it was found that Negro trainees existed in only two cases: one Negro in a nurses program, and one whild welfare trainee. The pattern which obtains generally in occupational use seems likewise to apply in the accessibility of training opportunities in the state programs.

Basic Policy Changes

In the context of these findings as to the extent and pattern of Negro use, two important changes in policy which were effected during 1962 should be observed. One of these, as reported to the committee by Governor Ellington, is the initiation of procedures to eliminate the racially separate arrangements and procedure for handling Negro worker applicants in the State Employment Service. The extent to which this was achieved, and whether the same job orders which the central or white agencies receive and process also now go to former Negro offices, was not determined. While this is a step toward breaking the pattern of job restriction facing Negroes in the general job market of the state, it may not effect substantially the status of Negro employment in the state agencies themselves.

For many years, it has been the practice of the state to maintain recially separate listings of eligible Negro and white applicants from which selections are made by the department heads for job openings. As of the current year, these separate listings were abolished, and no racial designations are included in the single list of eligibles maintained for job selection. Undoubtedly, this is a significant policy departure, inasmuch as in theory it removes the shadow of racial designation from the official job selection procedure of the state.

A Final Word

The findings of this inquiry confirm in general a low degree of Negro participation in job opportunities available in state government employment. Negro workers comprised only 7.1 percent of

the employee force of 14 state administrative agencies, which, by rough comparison, is less than half the proportion that Negroes comprise of the population of Tennessee.

The substantial majority of Negro workers was found in just two of the agencies -- Mental Health and Public Health. Together these agencies had a total of 797 Negro workers who accounted for 65 percent of all Negro employees in state government. Even thouth at least one Negro worker was found in all of the agencies, in six instances Negro employment was hardly more than nominal or token.

To the pattern of limited use must also be added the factor of limited access to the types of jobs available in state government. Out of the 1,216 types or classes of jobs which existed in the agencies, Negro workers had managed to find access to only 115. Thus, Negro access was excluded, in terms of current practice, in more than 90 percent of the range of job types.

In qualitative and occupational terms, the findings indicated that, in contrast to the general high concentration of state job functions in the professional and clerical levels, the pattern of Negro job occupations was the exact opposite. More than half the Negro workers were in unskilled jobs, and some 80 percent fell outside the general "white collar" occupations.

Limited use of the training opportunities for entrance to higher level state jobs also obtained in the case of Negro workers. Only two Negro trainees were found in the variety of trainee programs currently under operation .

There were conspicuous differences between the several state agencies in the extent and range of Negro use. In all of the factors covered by the data, the Highway Department represented the most gross pattern of Negro employee under-utilization, although five others with only token numbers were just slightly better. On the other end of the spectrum of use, characterized by larger numbers of Negro employees and use over a relatively wider range of job types, the departments of Mental Health, Public Health, Public Welfare and Education were found. But even in these cases, a high degree of Negro use was not consistently found to be associated with access to a wide range of job types. Public Welfare had the highest proportion of Negro workers in professional jobs -- 49.5 percent -- but a lower percentage of its employee force was Negro (6.6) than obtained for all of the agencies together (7.1). And in another instance of relatively better practice, Mental Health, with 12.6 percent of its employees Negro, only 2.9 percent of the Negro workers were in professional jobs. Still further, Public Health had the largest number and percentage of Negro employees among all of the agencies, and yet 68.1 percent of these were in unskilled job performances.

The single statistic which best symbolizes the extremely marginal position of the Negro worker in Tennessee state government is the fact that among the agencies employing large numbers of clerical workers only 17 Negroes were reported in clerical jobs.

Dr. Herman H. Long
Dr. Vivian W. Henderson
Analysts for the NCCEO Committee

December 14, 1962

Table A: Tennessee Negro Employees in State Administrative Agencies by Occupational Level

Professional I

| | | | |
|---|---|---|---|
| 1. | Superintendent | 1 | |
| 2. | Physician | 1 | |
| 3. | Dentist | 2 | |
| 4. | Educational Consultant | 3 | |
| 5. | Principal | 1 | |
| 6. | E. S. Manager II | 1 | |
| 7. | E. S. Manager III | 1 | |
| 8. | Psychiatrist | 1 | |
| 9. | Child Welfare Consultant | 1 | |
| 10. | Sr. Child Welfare Worker | 5 | |
| 11. | Case Supervision | 3 | |
| 12. | Sr. Welfare Worker | 11 | 31 |

Professional II

| | | | |
|---|---|---|---|
| 1. | Probation & Parole Officer | 3 | |
| 2. | Teachers & Sub-Teachers | 36 | |
| 3. | Jr. Chemist | 1 | |
| 4. | Veterans Employment Representative | 1 | |
| 5. | Psychologist | 1 | |
| 6. | Registered Nurse | 14 | |
| 7. | Dental Hygienist | 1 | |
| 8. | Social Workers - incl. Welfare Workers | 27 | |
| 9. | Nurses | 13 | |
| 10. | Counselors | 4 | 101 |

Semi-Professional & Pre-Professional

| | | | |
|---|---|---|---|
| 1. | Guard | 12 | |
| 2. | Dorm Supervisor | 33 | |
| 3. | House Mother | 3 | |
| 4. | Interviewers | 18 | |
| 5. | Interviewer Clerk | 3 | |
| 6. | Occupational Therapist & Assistant | 6 | |
| 7. | Student Nurse | 1 | |
| 9. | Homemaker | 5 | |
| 10. | Child Welfare Trainee | 1 | 82 |

Technical, Skilled Workers & Craftsmen

| | | |
|---|---|---|
| 1. | Offset Press Operators & Assistants | 7 |
| 2. | Asst. Warehouse Supt. | 1 |
| 3. | Warehouseman | 2 |
| 4. | Construction Carpenter | 1 |
| 5. | Skilled Construction Laborer | 3 |
| 6. | Laboratory Technician | 1 |
| 7. | Laboratory Asst. | 1 |

Technical, Skilled Workers & Craftsmen (Continued)

| | | | |
|---|---|---|---|
| 8. | Attendents & Supervisors | 140 | |
| 9. | Chef | 1 | |
| 10. | Meat Cutter | 1 | |
| 11. | Shop Mechanic | 1 | 159 |

Clerical

| | | | |
|---|---|---|---|
| 1. | Stenographer, Typist & Clerical | 10 | |
| 2. | Stockroom Clerk & Attendant | 7 | 17 |

Semi-Skilled

| | | | |
|---|---|---|---|
| 1. | Truck Driver | 3 | |
| 2. | Cook | 49 | |
| 3. | Janitor-Machine Operator | 8 | |
| 4. | Janitor-Clerk | 4 | |
| 5. | Housekeeper | 1 | |
| 6. | Div. & District Helper | 6 | |
| 7. | Div. Car & Truck Greaser | 2 | |
| 8. | Laboratory Aides | 3 | |
| 9. | Nurses Aides | 51 | |
| 10. | Practical Nurse | 31 | |
| 11. | Shop Workers Hazardous I, II & III | 28 | 186 |

Unskilled

| | | | |
|---|---|---|---|
| 1. | Maintenance (Service & Custodial & Porters) | 94 | |
| 2. | Janitory-Messenger | 33 | |
| 3. | Janitor | 49 | |
| 4. | Utility men (Gldg. & Furnace) | 14 | |
| 5. | Maids & Dieners | 110 | |
| 6. | Food Service (except dietary) | 179 | |
| 7. | Laundry Personnel | 48 | |
| 8. | Kitchen Attendants | 1 | |
| 9. | Night Watchmen | 1 | |
| 10. | Parts Cleaner | 1 | |
| 11. | Tire Changer | 1 | |
| 12. | Park Attendant | | |
| 13. | Park Ranger | | |
| 14. | Waiter Captains | | |
| 15. | Waiters | | |
| 16. | Pantry Girls | | |
| 17. | Laborers | | |
| 18. | Orderlies | 10 | |
| | Other Unskilled | | |
| | Farm Personnel | 11 | |
| | Other Full-Time | 40 | |
| | Part-Time | 4 | 597 |

Table A: (Concluded)

| Unclassified (Board Personnel) | | |
|---|---|---|
| Funeral Director Board | 3 | |
| Full-Time Examiner-Insp. | 1 | |
| Cemetary Board | 1 | 6 |

See Henderson Fisk U

FISK UNIVERSITY
NASHVILLE 8, TENNESSEE

DEPARTMENT OF ECONOMICS
AND BUSINESS ADMINISTRATION

March 20, 1963

SBV
JM
MJ - file

RECEIVED
MAR 22 1963

Dr. Leslie Dunbar
Southern Regional Council
5 Forsigth Street N.W.
Atlanta, Ga.

Dear Les:

I should like to thank you for the renewal of my subscription to the New South. In making my next contribution to the Tennessee Council On Human Relations I will inform them to channel the subscription payment to another part of the program.

The research aims and methods of the VEP were read rather carefully. The whole thing looks good to me. The only observation I have relates to item 1c page 11. I am sure there are good reasons for confining the essay to the "period of VEP." However, it seems to me that for background as well as interpretative purposes such an essay should cover more than the period of the VEP and that it could do so without extending the essay beyond reasonable length and at the same time allow it to deal with the impact of the VEP on southern politics. Just an observation for whatever it is worth.

Sincerely,

Vivian

VWH:gra

June 10, 1953

Dr. W. J. Faulkner
Fisk University
Nashville, Tennessee

Dear Dr. Faulkner:

Thank you very much for your kind letter of June 5th, your own check for six dollars and the check for $25.00 from your church.

The enclosed receipt will show that you are now all paid up through June 1954.

Will you please convey to your church our sincere thanks for their generous contribution, and for their promise to include us in their annual budget. These regular, dependable contributions are rare and of great help, especially when they come during the summer.

Dr. Mitchell is at Blue Ridge this week as one of the leaders of the YMCA-YWCA Conference. You will probably hear from him when he gets back to the office.

With kindest regards,

Sincerely yours,

Katherine Stoney,
Secretary-Treasurer

ks
encl.

FISK UNIVERSITY

NASHVILLE 8, TENNESSEE

RECEIVED
JUN 8
Southern Regional Council

5

June

1
9
5
3

Dr. George Mitchell, Executive Secretary
The Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta, Georgia

My dear friend:

I am rescuing your friend, Bill Faulkner, from limbo. Enclosed please find a check from my church for $25.00 KS. and my own personal check for $6.00. KS This ought to life me out of the rib. Incidentally, we are going to keep the Southern Regional Council on our church budget, and you can look forward to an annual gift about this time of the year.

May God continue to bless you and give you new and fresh insight into our problems of human relations in the south.

With kindnest personal regards to you and Mrs. Mitchell, I am

Cordially yours,

Bill Faulkner

W. J. Faulkner
Dean of the Chapel

W
J
F
:
j
c
s

Enclosures: 2 checks

June 11, 1963

Miss Carroll G. Barber
Staff Associate
United Church Board for Homeland Ministries
Race Relations Department
Fisk University
Nashville 8, Tennessee

Dear Miss Barber:

I am enclosing herewith a biographical data sheet for Mr. Marion A. Wright which you requested in your letter of June 5.

If we can be of further assistance, please let us know.

Sincerely yours,

(Mrs.) Mildred M. Johnson
Secretary to the Director

MMJ
Enclosure - 1.

TRUMAN B. DOUGLASS, EXECUTIVE VICE PRESIDENT
HOWARD E. SPRAGG, TREASURER

DIVISION OF HIGHER EDUCATION AND
THE AMERICAN MISSIONARY ASSOCIATION
WESLEY A. HOTCHKISS, GENERAL SECRETARY
287 PARK AVENUE SOUTH, NEW YORK 10, N. Y.

HERMAN H. LONG, SECRETARY FOR RACE RELATIONS
FISK UNIVERSITY, NASHVILLE 8, TENNESSEE

# UNITED CHURCH BOARD FOR HOMELAND MINISTRIES

June 5, 1963

Mr. Marion A. Wright
Vice President
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Mr. Wright:

Please send to the Race Relations Department, Fisk University, Nashville 8, Tennessee, any biographical information which your office has available. Such material will be very helpful to us in preparing publicity for the sessions of the 20th Annual Race Relations Institute in which you have kindly consented to participate.

Thank you.

Sincerely yours,

Carroll G. Barber

Carroll G. Barber
Staff Associate

CGB:jd

Please write Southern Regional Council
5 Forsyth St. N.W.
Atlanta 3, Ga
for this information.

Marion A. Wright
Linville Falls, N.C.

Public Relations Office, SRC:

I trust that the above correspondence is self-explanatory. Thank you.

Carroll G. Barber

February 4, 1954

Dr. Lyman V. Cady
Fisk University
Nashville, Tennessee

Dear Dr. Cady:

A tickler file we keep reminds me of the generous and welcome contribution which the Fisk Church has made in these later years to the Southern Regional Council. It came last year in June. Dean Faulkner wrote me back last fall that he had urged on you continuance of the contribution. I write to safeguard our place on whatever may be the list!

Appreciatively,

George S. Mitchell
Executive-Director

GSM:hh

An copy to file

TICKLER -

February 1, 1954

GSM should now write Dr Cady and remind him that we hope for a donation.

Pickler

THE CONGREGATIONAL CHURCH OF PARK MANOR
7000 South Park Avenue
Chicago 37, Illinois

RECEIVED
NOV 14
Southern R

November 12, 1953

Dr. George S. Mitchell,
Executive Director,
Southern Regional Council,
63 Auburn Avenue, N. E.,
Atlanta 3, Georgia.

Dear Dr. Mitchell:

It was certainly good of you to write such a cordial letter to me anent my leaving Fisk University for the parish ministry in Chicago.

I arranged before I left with Dr. Lyman V. Cady to see that the Southern Regional Council be placed in the Fisk Budget for 1953-1954. That is one gift which I hope the church will never abandon.

I shall contact Mr. David Silberman, Jr. very shortly. You were kind to give me an introduction to him. I will drop you another line later.

May God grant to you increased power to bring about peace and brotherhood in our world.

Your sincere friend,

W. J. Faulkner

W. J. Faulkner,
Minister.

WJF:elc

December 21, 1955

Dr. Inez Adams
Department of Social Sciences
Fisk University
Nashville, Tennessee

Dear Dr. Adams:

We are delighted to learn of the second community workshop to be sponsored by the League of Women Voters and other organizations in Nashville.

Unfortunately, such free material as we have had recently is almost completely exhausted. We could supply you with a couple of hundred copies of an appropriate issue of our monthly publication NEW SOUTH; and we could furnish about 50 copies of the summary report on desegregation in Baltimore. If you haven't already used it, we can make available in quantities of 50 or more copies of our pamphlet ANSWERS FOR ACTION: SCHOOLS IN THE SOUTH at 15¢ per copy.

I am sending you separately sample copies of NEW SOUTH, from which you may select the most appropriate one, a copy of the Baltimore report, a copy of ANSWERS FOR ACTION, and a publications list. We will be glad to send any of our priced publications on consignment.

Sincerely yours,

HAROLD C. FLEMING,
Assistant Director.

HCF:mf

Department of Social Sciences
Fisk University
Nashville, Tennessee
December 10, 1955

The Southern Regional Council
63- Auburn Ave, N E
Atlanta, Georgia

RECEIVED DEC 13 1955

Dear Friends,

The local League of Women Voters, with about 14 other organizations, is planning - sponsoring- another Come munity Workshop on Desegregation of the Public Schools- to be held in the end of January.

We are therefore interested, as soon as possible, in assembling our resources, and getting as much material as we can. Since the League is operating in this on a very limited budget, we are having to limit ourselves to free and very inexpensive material.

We expect from 250 to 500 persons at the Workshop- approxmately 250 during the day and approximately 500 at the evening sessions. Could you let us know what your office could furnish us on a free basis, and the recommended inexpensive materials that might be purchased? Since the workshop is to be held during the last week of January, would you be good enough to send on the me at the above address, the material which is free?

Yours very sincerely,

Inez Adams

Inez Adams
Associate Professor
of Anthropology

IA: bk

April 19, 1956

Mr. M. J. Jones
Dean of Chapel
Fisk University
Nashville 8, Tennessee

Dear Mr. Jones:

Like yourself, I have put my voice vibrations into the chapel enough times to feel that they are a part of the stones.

So very nice for the chapel at Fisk to send us that good substantial item of aid. We have to raise mountains of money each year in order to draw out each succeeding grant from the Fund for the Republic. That makes us deeply grateful for your help.

Appreciatively

George S. Mitchell
Executive Director

GSM/eab
Encl. - SRC official Receipt $20.00

# FISK UNIVERSITY

NASHVILLE 8, TENNESSEE

DEAN OF THE CHAPEL

April 11, 1956

Executive Director
Southern Regional Council
63 Auburn Avenue
Atlanta, Georgia

Dear Sir:

cRpho

The enclosed check for $20.00 from the Fisk Union Church comes as a contribution to the work of the Southern Regional Council. We hope that this donation will be of some service in the furthering of the work of the Council.

Sincerely yours,

M. J. Jones, p

M. J. Jones, Dean of Chapel

RECEIVED APR 12 1956

MJJ/arp

Enclosure: 1 (Check, $20.00)

FISK UNIVERSITY
NASHVILLE 8, TENNESSEE

DEPARTMENT OF SOCIAL SCIENCE

May 15, 1956

Dr. George S. Mitchell
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta, Georgia

RECEIVED MAY 16 1956

Dear Dr. Mitchell:

John Hope has told me of your efforts to communicate with me by long distance with reference to the possibility of using some materials from Jasper, South Carolina, in connection with the study of economic protest which we are making.

We are now in the process of analysing and writing up our Montgomery data and it is possible that we could use the South Carolina material as comparative data. We had hoped to do some first hand collecting of data in South Carolina, especially in Orangeburg, but we were not able to secure the financial assistance to make this possible. As a matter of fact, our limited financial resources have somewhat restricted our progress on the analysis of our Montgomery data; but we are proceeding with it and hope to have something ready for publication release very soon. We had hoped so much to be able to do a parallel study of the situation in Orangeburg and had thought at one time that the financial assistance for this was forthcoming. But these did not materialize.

We would be interested in getting material on Jasper, and I wonder if by any chance you would have any material on Orangeburg which we might use also.

Sincerely yours,

Preston Valien

Preston Valien
Chairman

PV/mwd

May 23, 1956

Dr. Preston Valien
Fisk University
Nashville, Tennessee

Dear Dr. Valien:

Thank you for sending me a copy of your letter to Dr. Mitchell concerning your study of economic protest in Montgomery and possibly elsewhere. I am sure the analysis of the Montgomery data will be extremely interesting and useful and I am looking forward to seeing a copy when it is published.

John Hope is passing along your specific questions about the Jasper, South Carolina situation. We hope to send you some useful answers from our state people shortly.

Sincerely yours,

Harold C. Fleming
Assistant Director

HCF:mbo

# MEMORANDUM

FROM

PRESTON VALIEN

TO: Dr. Harold Fleming

RE:

DATE: May 15, 1956

---

RECEIVED MAY 16 1956

John Hope mentioned to me that he had talked with you about our Montgomery project and suggested that I send you a copy of my letter to Dr. Mitchell.

Preston Valien

Preston Valien

PV/mwd

Enclosure

May 15, 1956

Dr. George S. Mitchell
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta, Georgia

Dear Dr. Mitchell:

John Hope has told me of your efforts to communicate with me by long distance with reference to the possibility of using some materials from Jasper, South Carolina, in connection with the study of economic protest which we are making.

We are now in the process of analysing and writing up our Montgomery data and it is possible that we could use the South Carolina material as comparative data. We had hoped to do some first hand collecting of data in South Carolina, especially in Orangeburg, but we were not able to secure the financial assistance to make this possible. As a matter of fact, our limited financial resources have somewhat restricted our progress on the analysis of our Montgomery data; but we are proceeding with it and hope to have something ready for publication release very soon. We had hoped so much to be able to do a parallel study of the situation in Orangeburg and had thought at one time that the financial assistance for this was forthcoming. But these did not materialize.

We would be interested in getting material on Jasper, and I wonder if by any chance you would have any material on Orangeburg which we might use also.

Sincerely yours,

Preston Valien
Chairman

PV/mwd

June 7, 1956

Mr. J. T. McCain, Associate Director
South Carolina Council on Human Relations
1508 Lady Street
Columbia, South Carolina

Dear Mr. McCain:

Thank you for the helpful information on the Jasper County situation, a copy of which I have forwarded to Dr. Valien at Fisk. I am sure he will find them of value, and of course it is good for us here to know about this instance.

Sincerely,

Harold C. Fleming
Assistant Director

HCF:mbo

June 5,1956

Mr. Harold Fleming
Associate Director
Southern Regional Council
63 Auburn Avenue, N.E.
Atlanta, Georgia.

Dear Mr. Fleming:

Enclosed sre the answers relevant to the questions to the Jasper County Situation. Trust that they will be of value to you and the folk at Fisk.

Yours truly,

James T. McCain

James T. McCain

QUESTIONS RELEVANT
TO THE
JASPER, SOUTH CAROLINA SITUATION

It is desirable that as full an account as possible be made on the Jasper situation, but these are some special points which should be given attention.

1. What was the background of the protest incident, i.e., the keeping of children out of school? Had there been any other racial incidents within the past one or two years?

2. How did the protest incident take place? Had there been a recent approach to the school board? If so, what requests were made and what were the results? Was there an organized plan to keep the children out of school starting on a certain date?

3. Who are the leaders in the present protest? What are their occupations and what is their status in the community? Have there been other leaders before the present ones?

4. What are the goals of the protest?

5. What has been the reaction of the whites toward the protest? Are there any known white sympathizers? What has been the attitude of the press?

6. Are there any Negroes who are opposing the protest? Who are they, as to occupation and status in the community? What are their stated reasons?

7. What are the channels of communication between the whites and the Negro protesters?

8. How do the Negroes communicate with one another? Through mass meetings? Through small committee meetings? Is there any formal organization supporting the movement?

9. What temporary arrangements, if any, have been made for the children involved?

10. Has there been any pressure (economic or social) applied on Negroes or on whites since the beginning of the protest? If so, what form has it taken?

11. Has there been any outside help to the protest?

12. How long will the protest last? If it does not produce action, what will be the outcome?

Preston Valien
May, 1956

QUESTIONS AND ANSWERS TO JASPER COUNTY

These incidents happened during the 1954-55 school year

1. WHAT WAS THE BACKGROUND OF THE PROTEST INCIDENT, i.e., THE KEEPING OF CHILDREN OUT OF SCHOOL?- - -The first incident of parents keeping their children out of school happened at Hardeville, S. C., in Jasper County. The cause of this strike was a sanitary condition at the school. After the old wooden school burned down and was replaced by a stone block building, the toilets in this new building backed up and overflowed in the building. When this was reported to the school authorities over and over again and nothing was done to correct this condition, the parents refused to let their children go back to this school until this sanitary condition was corrected. The parents kept their children out of school for thirty (30) days. After the school authorities realized that the parents would continue to keep their children out of school indefinitely, this condition was remedied and corrected. The teachers reported to their classes for thirty (30) days without the children. When the school authorities corrected this sanitary hazard and assured the parents that this would not happen again, the parents agreed to put their children back in school.

The second time the parents kept their children out of school happened at the Jasper County Training School in Ridgeland, S. C., also in Jasper County. The cause of this strike came over janitorial services for the school and outside toilets. The school authorities refused to give the school any janitorial services and refused to build up-to-date sanitary toilets. The parents in this incident kept their children out of school for fifteen (15) days. When the school authorities met the demands of the parents, the children went back to school.

HAD THERE BEEN ANY OTHER RACIAL INCIDENTS WITHIN THE PAST ONE OR TWO YEARS?- - -No.

2. HAD THERE BEEN A RECENT APPROACH TO THE SCHOOL BOARD?- - -Yes.

IF SO, WHAT REQUESTS WERE MADE AND WHAT WERE THE RESULTS?- - -The answers are found in the above statements.

WAS THERE AN ORGANIZED PLAN TO KEEP THE CHILDREN OUT OF SCHOOL STARTING ON A CERTAIN DATE?- - -Yes.

3. WHO ARE THE PRESENT LEADERS IN THE PRESENT PROTEST?- - -Mr. Wm. Stone, farmer; Mr. Joe Orr, Contractor; Steve and Alonza Mitchell, Carpenters; Mrs. Scott, Housewife; Mrs. S. A. Williams, Housewife.

HAVE THERE BEEN OTHER LEADERS BEFORE THE PRESENT ONES?- - -Yes, Rev. D. A. Mitchell and Rev. S. A. Williams, both deceased.

4. WHAT WERE THE GOALS OF THE PROTEST?- - -The answers are found in the material in question one.

5. WHAT HAS BEEN THE REACTION OF THE WHITES TOWARD THE PROTEST?- - -Ops of antagonism.

ARE THERE ANY KNOWN WHITE SYMPATHIZERS?- - -Yes.

WHAT HAS BEEN THE ATTITUDE OF THE PRESS?- - -Not expressed in anyway.

BEST COPY AVAILABLE

6. ARE THERE ANY NEGROES WHO ARE OPPOSING THE PROTEST?- - -Yes.

WHO ARE THEY, AS TO OCCUPATION AND STATUS IN THE COMMUNITY?- - -Rev. J. S. Reese, a Baptist Minister, no status in community; Mr. Alphonse Tiller, insurance collector for Pilgrim Life Insurance Co., no following in the community.

WHAT ARE THEIR STATED REASONS?- - -Negroes are doing well enough.

7. WHAT WERE THE CHANNELS OF COMMUNICATION BETWEEN THE WHITE AND THE NEGRO PROTESTERS?- - -Met with the school officials around the conference table.

8. HOW DID THE NEGROES COMMUNICATE WITH ONE ANOTHER?- - -By telephone; by announcements in churches.

THROUGH MASS MEETINGS?- - -Yes.

THROUGH SMALL COMMITTEE MEETINGS?- - -Yes.

IS THERE ANY FORMAL ORGANIZATION SUPPORTING THE MOVEMENT?- - -Yes, the PTA, NAACP and Negro Citizens Committee.

9. WHAT TEMPORARY ARRANGEMENTS, IF ANY, HAVE BEEN MADE FOR THE CHILDREN INVOLVED?- - -None.

10. HAS THERE BEEN ANY PRESSURE (ECONOMIC OR SOCIAL) APPLIED ON NEGROES OR ON WHITES SINCE THE BEGINNING OF THE PROTEST?- - -None.

11. HAS THERE BEEN ANY OUTSIDE HELP TO THE PROTEST?- - -None.

12. HOW LONG DID THE PROTEST LAST?- - -Until the parents' demands were met.

IF IT DID NOT PRODUCE ACTION, WHAT WOULD HAVE BEEN THE OUTCOME?- - -The parents were willing to keep their children out of school indefinitely.

BEST COPY AVAILABLE

June 7, 1956

Dr. Preston Valien
Department of Sociology
Fisk University
Nashville, Tennessee

Dear Dr. Valien:

Enclosed are answers to your questions about Jasper County, South Carolina, as prepared by Mr. James McCain, Associate Director of the South Carolina Council on Human Relations. I hope that you will find them helpful.

Sincerely,

Harold C. Fleming
Assistant Director

HCF:mbo
Enc.

BC: Mr. John Hope
Mr. G. S. Mitchell

FISK UNIVERSITY
NASHVILLE 8, TENNESSEE

DEPARTMENT OF SOCIAL SCIENCE

June 11, 1956

Mr. Harold C. Fleming
Assistant Director
Southern Regional Council
Room 432
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Mr. Fleming:

Thank you very much for the answers to the questions about Jasper County, South Carolina, as prepared by Mr. McCain. They are very interesting answers and make one feel very much the need to get below the surface of the reactions of the white residents or school board officials. Would it be an imposition to ask Mr. McCain if he has any clues as to the reasons why the school boards in question acceded to the demands of the Negro parents. I suspect that it was more than a concern for the Negro children being kept out of school. Don't you?

Thanks very much for the material and for bringing these incidents to our attention.

I shall look forward to hearing from you regarding my additional request.

Sincerely yours,

Preston Valien

Preston Valien
Chairman

PV/mwd

June 12, 1956

Mr. Preston Valien
Fisk University
Nashville, Tennessee

Dear Preston:

I was lately at some meeting where there were two or three people from South Carolina, including I believe a Mr. McConnell from Orangeburg. Some of these people know a good deal about the matter in Jasper County, about which Mr. McCain answered your questions.

What I was told was that South Carolina cockily, a year or so ago, repealed its compulsory school attendance law. So when the Negro people in Jasper County withheld their children from school they were violating no South Carolina ordinance. But when a month had rolled by the school system in the county was in a bad way upon reporting average daily attendance. ADE was way down. So the state money would have to be much reduced! So the school board cowed.

I cannot vouch for the authenticity of this, but it certainly sounds authentic.

Sincerely,

George S. Mitchell
Executive Director

GSM/eab

June 20, 1956

Dr. Charles S. Johnson, President
Fisk University
Nashville 8, Tennessee

Dear Dr. Johnson:

Thank you for yourkind invitation to participate in the Fisk Institute on Race Relations. It was generous to provide an entire morning for us to present the program for the Southern Regional Council to the Institute. The morning of July 11 - which you suggest - fits into my schedule without conflict.

I will talk with George Mitchell, John Hope, Harold Fleming and C. H. Parrish about this presentation and we will work out the details.

I like your idea of a question and answer period following the presentation, and we will make plans for such.

It was indeed generous of Herman Long to offer free tuition and rooms for our professional staff who attend the Institute. This sort of cooperation means so much to those of us who work in the field.

I will write you in greater detail about our plans for the morning of July 11 well prior to that time.

Best personal regards to you and Mrs. Johnson.

In haste,

Cordially,

Frederick B. Routh
Assistant Director

FBR:mef

July 6, 1956

Dr. Preston Valien
Department of Sociology
Fisk University
Nashville, Tennessee

Dear Dr. Valien:

Mr. William Gordon, Managing Editor of the Atlanta Daily World, is going to spend a few days in Tallahassee soon examining the circumstances of the bus boycott in that city. We expect to publish his analysis of the situation as an article in New South.

It occurred to me that, as a by-product of his investigation, he may turn up some information which would contribute to your study of the non-violent resistance technique.

If this is the case, please feel free to address any questions or suggestions you wish to Mr. Gordon at 210 Auburn Avenue, N. E., Atlanta. On the other hand, if this sort of informational inquiry is not appropriate for your purposes, feel free to ignore this suggestion.

I have mentioned this possibility to Mr. Gordon, and he has expressed his willingness to cooperate in any way that he can.

Sincerely,

Harold C. Fleming
Assistant Director

HCF:mbo

Fisk Univ

June 20, 1957

Mrs. Preston Valien
Fisk University
Nashville, Tennessee

Dear Bonita:

We (Fred and I) were very much concerned about the negligence of T.C.H.R. in failing to make the necessary requisition for your remuneration at the time when it was due. After some consultation with Harold a strong suggestion was made to the Tennessee Council on Human Relations that immediate action be taken to straighten the matter out. No copy of this communication was sent to you because we felt that you should not be involved - or perhaps would not want to be involved - in the necessary policy decisions. You may be assured, however, that we are protecting your interests.

I will be free-lancing about the South this summer assessing possibilities for action in strategic urban areas. Hope to be in Nashville for a day at least during the first week of the Institute. Expect to see you then. Regards to Preston.

Sincerely,

C. H. Parrish
Program Associate

CHP:mm

cc: Harold C. Fleming ✓
Frederick B. Routh

Fisk

November 15, 1957

Miss Anna Holden
Department of Sociology
Fisk University
Nashville, Tennessee

Dear Anna:

A hasty note for a big favor. Could you spare a copy of your thesis for use here in Atlanta? It would be a big help in furnishing background information on problems of interest at this point. If securing this from North Carolina is easier please say so, and tell me how.

Margaret and I greatly enjoyed getting to see you while you were in town for Mrs. Tilly's meeting.

Sincerely,

Emory F. Via
Labor Consultant

(Dictated by Emory Via but signed in his absence.)

EFV:fcl

December 4, 1957

Miss Anna Holden
Department of Social Science
Fisk University
Nashville 8, Tennessee

Dear Anna:

Thanks so much for sending the thesis. It arrived OK and I would like to hold on to it for a while longer.

I am not certain as to how much help I can give you in your request regarding Nashville. I would doubt that any help would be forthcoming from unions in the direct action programs of your CORE group, although a few individuals could perhaps be made interested. The channels for putting on educational programs are those of the union's organizational structure which usually can be utilized only by programs or organizations acceptable to the labor movement or some substantial part of it. The kind of program, its content and pitch, plus the person(s) would be of a great deal of importance to any union with which you might work. The general rule is that they are leary of "far out" or highly propagandistic (except their own) projects. There are several really good guys in the Tennessee State Labor Council, but they are careful not to cross lines with the Nashville labor leadership. I would doubt that any of these men would be sufficiently sympathetic to lend their name to any attempt to reach local union leadership in Nashville. However, Stanton Smith, President, Matthew Lynch, Vice-President, and Charlie Houk, Secretary-Treasurer, might be approached for such ideas as they might have for reaching Nashville unions. I would not seek a commitment from them personally, nor organizationally, and I would have a clear idea of the kind of program which you think a union might find profitable, as well as a rationale for your approach, and your specific interest in the labor movement as a group.

If and when I get to Nashville I may be able to make more useful suggestions to you. In the meantime for the success of both our efforts I think it advisable not to make use of my name, for after all I am not familiar with the Nashville labor situation.

Miss Anna Holden December 4, 1957

Another approach is to find those persons bearing responsibility for education programs either in offices of international unions, or for locals, or for the city labor bodies, and approach them with a program package which they can discuss with you and decide whether or not to see it through the proper channels.

I will send on any second thoughts to you. Thanks again for the thesis.

Best personal wishes.

Sincerely,

Emory F. Via
Labor Consultant

P.S. Your interest in working directly with parents is a good one, I think, always much needed, and especially helpful when implemented by mature and concerned persons.

FISK UNIVERSITY
NASHVILLE 8, TENNESSEE

DEPARTMENT OF SOCIAL SCIENCE

Nov. 20, 1957

Emory F. Via, Labor Consultant
Southern Regional Council
63 Auburn Ave. NE
Atlanta, Ga.

Dear Emory:

Will get a copy of my thesis in the mail tomorrow morning. It would have gone off today, except that I forgot to bring it to the office to wrap and mail it. Borrowing from North Carolina would probably mean having to sit in the Emory library to use it--just remember it's my only copy.

Don't know what data in there you need, but in case it might be of some help, I left a copy of the precinct returns and the originals of the maps showing precinct majorities with Morris Abram--also the typed draft from which the final copy of the text was made.

Will ask you for some "consultive service" in return. Our CORE group got into the school situation shortly after the Aug. 27 registration, when Nashville began moving into a "crisis" situation--see enclosed report for general idea of our work. The group is action-minded, interested in continuing to work on the school situation and now loosely discussing what we can best do to broaden the scope of desegregation come next fall. This year's experience has sold most of us on the value of first-hand contact with the parents and we are leaning toward some kind of preliminary census to locate school children in affected school zones, followed up by personal visits and small neighborhood meetings--particularly, me. There is some interest in the group in making some efforts to stimulate/ and/or work with labor organizations in putting over some kind of educational program re desegregation, in or through the unions.

This last is where you come in. What kind of cooperation do you think we could get and who would you recommend we see, if we should decided to explore the possibility of working out something with labor. We approached some labor people here on our motorcade, got only a mild show of conversational interest, no follow-through action. The person who did most of that contacting is gone now and we unfortunately have no ~~rec~~ record of reactions from various individuals.

This is all "iffy" because the school board, as you know, has not presented its plan to the court yet and has indicated it will not until the deadline date for filing, Dec. 31. There is some speculation that they might present a plan they know will be unacceptable as a means of delaying the process. In any event, we anticipate the inclusion of the same "racial transfers" present in this year's plan, which in effect places all the burden on the Negro parent. For this reason, we are inclined to place most of our efforts on the Negro side.

Thanks for your comments.

Anna

TRUMAN B. DOUGLASS, EXECUTIVE VICE PRESIDENT
HOWARD E. SPRAGG, TREASURER

DIVISION OF HIGHER EDUCATION AND
THE AMERICAN MISSIONARY ASSOCIATION
WESLEY A. HOTCHKISS, GENERAL SECRETARY

RACE RELATIONS DEPARTMENT
FISK UNIVERSITY, NASHVILLE, TENNESSEE 37203
TELEPHONE: 242-3396

check 175.34 7-21-65 js

# UNITED CHURCH BOARD FOR HOMELAND MINISTRIES

Fisk Univ

file

July 19, 1965

Dr. Leslie W. Dunbar
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Leslie:

I cannot thank you enough for speaking at the Race Relations Institute and giving so generously your time and ideas. I hope you feel rewarded by the interest and response of the Institute members, and I know you must have sensed their appreciation when you were here. I am enclosing a check reimbursing your expenses and including a modest honorarium as an expression of our thanks.

With every good wish,

Sincerely yours,

Herman H. Long

Herman H. Long

771.1

Bring up
June
~~July~~ 1, 1966

January 4, 1966

Dr. Lewis W. Jones, Coordinator
Race Relations Department
Fisk University
Nashville, Tennessee 37203

Dear Lewis:

July 8 seems like a long way off to make a committment, and as I learned once earlier 8 A.M. is a terrible hour to ask a fellow to speak and even worse to ask an audience to listen.

Anyway, I will be delighted to be there. Thank you for asking me.

All good wishes.

Sincerely,

Paul Anthony
Executive Director

PA/km

TRUMAN B. DOUGLASS, EXECUTIVE VICE PRESIDENT
HOWARD E. SPRAGG, TREASURER

DIVISION OF HIGHER EDUCATION AND
THE AMERICAN MISSIONARY ASSOCIATION
WESLEY A. HOTCHKISS, GENERAL SECRETARY

RACE RELATIONS DEPARTMENT
FISK UNIVERSITY, NASHVILLE, TENNESSEE 37203
TELEPHONE: 242-3396

UNITED CHURCH BOARD FOR HOMELAND MINISTRIES

January 3, 1966

Mr. Paul Anthony
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgai 30303

Dear Paul:

We are planning our 23rd Annual Institute of Race Relations at Fisk University about the theme "Race Relations to Human Relations -- A New Agenda," from June 27 through July 9, 1966. The lectures are planned in two groupings: (1) Structural Considerations and (2) Social Processes.

It is now a tradition to have someone from the Southern Regional Council review developments in the South for the Institute. We would like to have you come to us Friday, July 8 at 8:00 a.m. You are free to phrase your own subject for the overview of developments in the South.

We offer expenses and a modest honorarium. I hope you can schedule this date or, if necessary, suggest another date. I am trying to get commitments early and do hope you can come.

Sincerely yours,

Lewis

Lewis W. Jones
Coordinator

TRUMAN B. DOUGLASS, EXECUTIVE VICE PRESIDENT
HOWARD E. SPRAGG, TREASURER

DIVISION OF HIGHER EDUCATION AND
THE AMERICAN MISSIONARY ASSOCIATION
WESLEY A. HOTCHKISS, GENERAL SECRETARY

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FISK UNIVERSITY, NASHVILLE, TENNESSEE 37203
TELEPHONE: 242-3396

# UNITED CHURCH BOARD FOR HOMELAND MINISTRIES

MS

Rec'd 2/2/66

January 31, 1966

Mr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Paul:

We are pleased to have you accept our invitation to appear on the program of the Race Relations Institute in the coming summer. Well in advance, we will send you program details and hospitality arrangements.

Sincerely yours,

Lewis

Lewis W. Jones
Coordinator

Bring up June 23, 1966

~~June 1966~~

~~Or when they need this kind of speech from to estate a speech~~

File Fisk Chrid. 1966 MT - file

May 2, 1966.

Mr. Lewis W. Jones
Coordinator
Race Relations Department
Fisk University
Nashville, Tennessee 37203

Dear Lewis:

Your request for a title of the lecture of the institute has been haunting me and under that pressure I come up with the title; "The South 1966; Progress and Predictions".

This is meant to imply I shall take on the questionable task of summarizing what has happened to date in our area of concern and try to predict what is likely to happen in the near future. If this is not satisfactory let me know and I'll happily change.

Look forward to being with you.

Sincerely,

Paul Anthony
Executive Director

PA/km

File
Fisk University

May 27, 1966

Mrs. H. M. Perry
Administrative Secretary
United Church Board for Homeland
Ministries
Race Relations Department
Fisk University
Nashville, Tennessee

Dear Mrs. Perry:

As you requested, I am enclosing a brief biographical sketch for Mr. Anthony and a glossy. When you have made use of the print I would appreciate having it returned.

Sincerely,

(Mrs.) Mildred M. Johnson
Secretary to the Director

MMJ
Enclosures - 2.

TRUMAN B. DOUGLASS, EXECUTIVE VICE PRESIDENT
HOWARD E. SPRAGG, TREASURER

DIVISION OF HIGHER EDUCATION AND
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WESLEY A. HOTCHKISS, GENERAL SECRETARY

RACE RELATIONS DEPARTMENT
FISK UNIVERSITY, NASHVILLE, TENNESSEE 37203
TELEPHONE: 242-3396

# UNITED CHURCH BOARD FOR HOMELAND MINISTRIES

May 25, 1966

MJ - please do

Mr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Mr. Anthony:

Would you be good enough to send us at your earliest convenience any biographical material which you have available -- and a photograph, if possible. This will help us very much in preparing publicity for the 23rd Annual Institute of Race Relations in which you have so kindly consented to participate.

Thank you.

Sincerely yours,

H. M. Perry

(Mrs.) H. M. Perry
Administrative Secretary

See Fisk Univ.

MJ - file

June 29, 1966

Mr. Lewis W. Jones
Coordinator
Annual Institute of Race Relations
Fisk University
Nashville, Tennessee 37203

Dear Lewis:

I shall arrive in Nashville on TWA, Flight #287 at 6:14 p.m., on July 7th. Please don't worry about having anyone meet me -- I will go directly to the Holiday Inn on West End Avenue. You can reach me there Thursday evening, if we have any reason to get together.

Unless I hear from you otherwise I shall make my way to the campus the next morning slightly before 8:00 a.m.

I look forward to being with you.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

TRUMAN B. DOUGLASS, EXECUTIVE VICE PRESIDENT
HOWARD E. SPRAGG, TREASURER

DIVISION OF HIGHER EDUCATION AND
THE AMERICAN MISSIONARY ASSOCIATION
WESLEY A. HOTCHKISS, GENERAL SECRETARY

RACE RELATIONS DEPARTMENT
FISK UNIVERSITY, NASHVILLE, TENNESSEE 37203
TELEPHONE: 242-3396

# UNITED CHURCH BOARD FOR HOMELAND MINISTRIES

Rec'd 6/16/66

June 15, 1966

Mr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Paul:

Our hospitality arrangements for the 23rd Annual Institute of Race Relations are being completed. The lecturers will be housed this summer at Holiday Inn, 1800 West End Avenue. Registration has been made for the anticipated date of your participation.

As early as you can do so conveniently, please advise of your travel plans. If it is at all possible, you will be met upon arrival.

With regard to the hour and a half seminar period, it should be explained that at least 30 minutes will be given over to questions and discussion.

Thank you for your cooperation and for producing biographical information for the announcement of the program.

Sincerely yours,

Lewis

Lewis W. Jones
Coordinator

# 23rd ANNUAL INSTITUTE OF RACE RELATIONS

*"Race Relations to Human Relations—A New Agenda"*

## FISK UNIVERSITY

## June 27—July 9, 1966

A JOINT PROJECT OF THE RACE RELATIONS AGENCIES OF THE UNITED CHURCH OF CHRIST, IN COOPERATION WITH FISK UNIVERSITY

## PURPOSE

The ANNUAL INSTITUTE OF RACE RELATIONS, since its beginnings in 1944, has attempted to bring the knowledge and theoretical insights developed by the social sciences to people engaged in practical programs for breaking down discrimination based on race or culture. On a deeper level, it has sought to look beyond events on the current racial scene to see their implications for a society which, while cherishing the political ideals of the Declaration of Independence and the religious ideals of the Judeo-Christian tradition, has denied equality of opportunity to many of its citizens.

The roots of the Institute are planted deep in the soil of religious and moral commitment, for it has inherited the abiding concern of the American Missionary Association, founded in 1846, for the removal of "the sins of caste" from American life. It is currently sponsored by the Division of Higher Education and the American Missionary Association of the Board for Homeland Ministries of the United Church of Christ, with assistance from the church's Council for Christian Social Action.

The Institute's ties with the past, as well as its dedication to the future, are further strengthened by the cosponsorship of Fisk University, founded just 100 years ago by the American Missionary Association for "the education and training of young men and women irrespective of color."

Participants come from every part of the nation and represent a wide variety of voluntary and governmental organizations. Among their numbers are teachers and students, clergymen and laymen, social workers and group workers, labor leaders and businessmen, members of human relations committees and personnel from government agencies. The specific purpose of the two-week program is to orient these actual and potential community leaders to the problems, processes, and methods of implementing better human relations.

## PROGRAM

Seminar meetings are held each morning from 8 to 12, with a half-hour coffee break between. These involve systematic presentations by speakers on various aspects of intergroup relations, followed by questions and discussion from the floor. In the first week the seminars are devoted to the broader context of human relations issues, and in the second specific problems in such areas as housing, education, politics, and economics, are studied.

Informal clinics are held in the afternoon from 1:30 to 3:30, allowing Institute participants to share their specific concerns and experiences. These groups are centered around problems in the fields of employment, community action, and religion and race. In addition, there is a special clinic sponsored by the United Church Women of the National Council of Churches.

## FACILITIES

The center for all Institute activities is the campus of Fisk University. Seminar discussions and clinic meetings take place in Park-Johnson Hall, the social science building. Living facilities are provided in modern dormitories, and meals are served in the university cafeteria in the Student Union Building, where recreational facilities are also available. Guides to the campus and to the city of Nashville are sent out in advance.

## FEES AND CREDITS

Payment of a fee of $80 will cover all expenses for registration, tuition, room and board. A very limited number of full and partial scholarships are available.

Institute participants may earn three semester hours of academic credit in either sociology or education, on either the undergraduate or graduate level, by fulfilling certain academic requirements.

## LECTURERS

MR. PAUL ANTHONY, Southern Regional Council

MR. WILEY A. BRANTON, U.S. Department of Justice

MR. JOHN A. BUGGS, Los Angeles County Commission on Human Relations

MR. HARRY M. CAUDILL, Author, *Night Comes to the Cumberlands*

MR. JOHN G. FEILD, Community Relations Service, U.S. Conference of Mayors

DR. PAUL FOREMAN, Department of Sociology, Pennsylvania State University

THE REV. BRYANT GEORGE, Board of National Missions, United Presbyterian Church in the U.S.A.

RABBI ARTHUR GILBERT, Anti-Defamation League of B'nai B'rith

THE HON. HENRY S. GONZALEZ, U. S. House of Representatives

DR. DALE L. HIESTAND, Graduate School of Business, Columbia University

DR. WESLEY A. HOTCHKISS, Division of Higher Education and the American Missionary Association, United Church Board for Homeland Ministries

MR. LEON H. KEYSERLING, Conference on Economic Progress

DR. HYLAN LEWIS, Office of Community Studies, Howard University

DR. JOSEPH R. LYFORD, University of California and Center for the Study of Democratic Institutions

DR. DANIEL R. MANDELKER, School of Law, Washington University

MR. MORRIS MILGRIM, Modern Community Developers

MISS LILLIAN SMITH, Author, *Killers of the Dream*

## STAFF

MR. CARROLL G. BARBER, Staff Associate, Race Relations Department

THE REV. L. ALEXANDER HARPER, Council for Christian Social Action, United Church of Christ

DR. VIVIAN W. HENDERSON, President, Clark College

DR. LEWIS W. JONES, Coordinator, Race Relations Department

DR. HERMAN H. LONG, President, Talladega College, *Director of the Institute*

MRS. H. M. PERRY, Administrative Secretary, Race Relations Department

MRS. PAUL PFUETZE, United Church Women, National Council of Churches

DR. JOSEPH T. TAYLOR, Professor of Sociology, Indiana University

DR. EMORY VIA, Southern Regional Council

---

23rd Annual Institute of Race Relations

"RACE RELATIONS TO HUMAN RELATIONS—A NEW AGENDA"

FISK UNIVERSITY JUNE 27—JULY 9, 1966

Please send me an application to attend the 23rd Annual Institute of Race Relations to be held at Fisk University, June 27—July 9, 1966

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

RACE RELATIONS DEPARTMENT
AMERICAN MISSIONARY ASSOCIATION
UNITED CHURCH OF CHRIST
FISK UNIVERSITY
NASHVILLE, TENNESSEE 37203

RACE RELATIONS DEPARTMENT
AMERICAN MISSIONARY ASSOCIATION
UNITED CHURCH OF CHRIST
FISK UNIVERSITY
NASHVILLE, TENNESSEE 37203

TRUMAN B. DOUGLASS, EXECUTIVE VICE PRESIDENT
HOWARD E. SPRAGG, TREASURER

DIVISION OF HIGHER EDUCATION AND
THE AMERICAN MISSIONARY ASSOCIATION
WESLEY A. HOTCHKISS, GENERAL SECRETARY

RACE RELATIONS DEPARTMENT
FISK UNIVERSITY, NASHVILLE, TENNESSEE 37203
TELEPHONE: 242-3396

Rec'd 3/30/66

Return to PA about June

# UNITED CHURCH BOARD FOR HOMELAND MINISTRIES

(1)

29 March 1966

"The South, 1966, Progress & Prospects"

Mr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth Street, North West
Atlanta, Georgia 30303

Dear Paul:

I am sending herewith a copy of the announcement now being distributed of the 23rd Annual Institute of Race Relations at Fisk University, June 27-July 9.

Your acceptance of our invitation to speak at the Institute deserves further information about it. The general area in which your discussion comes is on the overview of developments in the South. As I stated in my letter of invitation you are free to limit your discussion and phrase your topic as it will appear on the program. We should like to have from you the subject of your discussion by May 15.

Presentations are usually about 40 minutes long with time for questions and discussion following.

Because of your participation we expect this to be a most effective Institute.

Sincerely yours,

Lewis

Lewis W. Jones
Coordinator

LWJ/rf

file Fisk Univ.

PA
my files

July 25, 1966

Mr. Lewis R. Jones
Coordinator
Race Relations Institute
Fisk University
Nashville, Tennessee

Dear Lewis:

I tried several times this morning to call you and learned that you will be out of the office until Thursday. Therefore, this is being sent on the assumption that I may get to you sooner than I could catch you by telephone.

Lillian Smith is at the Emory University Hospital here in Atlanta, but is trying to keep the fact as quiet as possible. She is, as you probably know, seriously ill.

I hope to be in the office practically all of the time through the second week of August, and would very much welcome the chance to talk with you. By all means do plan to come by for a long visit.

Let me say again how disappointed I was not to be able to make your Institute.

At this point, you have every reason to be anti-union.

Every good wish.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

TRUMAN B. DOUGLASS, EXECUTIVE VICE PRESIDENT
HOWARD E. SPRAGG, TREASURER

DIVISION OF HIGHER EDUCATION AND
THE AMERICAN MISSIONARY ASSOCIATION
WESLEY A. HOTCHKISS, GENERAL SECRETARY

HERMAN H. LONG, SECRETARY FOR RACE RELATIONS
FISK UNIVERSITY, NASHVILLE, TENNESSEE 37203
TELEPHONE: 242-3396

Rec'd 7/22/66

# UNITED CHURCH BOARD FOR HOMELAND MINISTRIES

(16)

PW
MJ

July 20, 1966

Mr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Paul:

I am a most unreasonable old man with no fear or tolerance of "The Fates." They are playing a pretty low game when they use the Machinists Union to change my Institute Schedule by grounding my speakers -- you and Mandelker. So, it may not be held against you. I am sorry.

I may come to Atlanta in the next two weeks -- just to go to a baseball game. Maybe I can talk with you then.

If you are talking to Grace Hamilton, ask her what I told her two years ago about what is happening now in the disturbances. I think we need to talk. I am pretty angry. I offered six months ago to write an article for the Columbia University Forum -- an article on "the Confluence of the Streams of Civil Rights and Communists Self-Determination." Eli Ginzberg warned me that I would give comfort to the far right. It is a story that none of us wants to hear, but it is a story of the sad situation into which we are now come.

Will you do me a favor? Find out what hospital Miss Lillian Smith is in in Atlanta. We are printing, within the month, our citation and her written response on receiving "The Charles S. Johnson Award for Distinguished Contribution to Human Relations." Call me "collect" when you do. Someone named Jean Titus contacted me for her. I am enclosing a copy of the program of the presentation.

Sincerely yours,

Lewis

Lewis W. Jones
Coordinator

TRUMAN B. DOUGLASS, EXECUTIVE VICE PRESIDENT
HOWARD E. SPRAGG, TREASURER

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RACE RELATIONS DEPARTMENT
FISK UNIVERSITY, NASHVILLE, TENNESSEE 37203
TELEPHONE: 242-3396

# UNITED CHURCH BOARD FOR HOMELAND MINISTRIES

August 16, 1966

Mrs. Mildred M. Johnson
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Mrs. Johnson:

As you requested, the glossy print which you were good enough to send in connection with Mr. Anthony's commitment at the 23rd Annual Institute of Race Relations is being returned. Everyone regretted that the airlines strike finally prevented his coming to the Institute. Better luck next time.

Sincerely yours,

H. M. Perry

(Mrs.) H. M. Perry
Administrative Secretary

March 13, 1969

Mr. C. W. Kelson
Fund Director
Amistad Research Foundation
Development Fund
Fisk University Campus
P. O. Box 866
Nashville, Tennessee 37203

Dear Mr. Kelson:

I and others here will be more than happy to meet with you at your convenience, and to be of any possible assistance to you.

Sincerely,

Paul Anthony
Executive Director

PA/mmj
cc: Dr. Vivian Henderson
The Rev. Hubert Beckwith

CLARK COLLEGE
ATLANTA, GEORGIA 30314

OFFICE OF THE PRESIDENT

March 12, 1969

Mr. Paul Anthony
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Paul:

I am enclosing a letter from C. W. Kelson of the Amistad Research Foundation at Fisk University. The letter is self-explanatory. Mr. Kelson wants to meet "Lord Anthony." I would consider it a personal favor if you would receive Mr. Kelson and his associates once they have made contact with you.

Kindest personal regards and best wishes.

Sincerely yours,

Vivian

Vivian W. Henderson

VWH/ds

cc: Mr. C. W. Kelson

MEMBER UNITED NEGRO COLLEGE FUND FOUNDED 1944

One Hundred Years of Progress and Service

1869 1969

UNITED CHURCH OF CHRIST + THAT THEY MAY ALL BE ONE +

UNITED CHURCH BOARD
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General Secretary

AMISTAD RESEARCH CENTER AND
RACE RELATIONS DEPARTMENT
CLIFTON H. JOHNSON
Director

*Amistad Research Foundation*
*Development Fund*
FISK UNIVERSITY CAMPUS
P. O. Box 866 NASHVILLE, TENN. 37203
Telephone: (615) 233-5564

February 28, 1969

MAR 3 1969
PRESIDENT'S OFFICE

Dr. Vivian W. Henderson, President
CLARK COLLEGE
Atlanta, Georgia 30314

Re: Southern Regional Council

Dear Dr. Henderson:

At a recent organizational meeting for our Amistad project in Washington, D. C., both Cliff Johnson and myself met Hubert Beckwith.

He suggested that I ask of you an introduction to Paul Anthony or some other executive with the Council to ask their consideration in our behalf from Foundations they might know of who could or would be interested in our project.

Inasmuch as the Council works closely with many Foundations, I should like to arrange a meeting in Atlanta to discuss our needs and hopefully solicit their help.

Could you pave the way for me for such a meeting? I would be most appreciative of such an opportunity.

Cordially,

Carl Kelson

C. W. Kelson
Fund Director

CWK:jh

file

UNITED CHURCH OF CHRIST + THAT THEY MAY ALL BE ONE +

UNITED CHURCH BOARD
FOR
HOMELAND MINISTRIES
TRUMAN B. DOUGLASS
Executive Vice President

DIVISION OF HIGHER EDUCATION
AND THE AMERICAN MISSIONARY
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General Secretary

AMISTAD RESEARCH CENTER AND
RACE RELATIONS DEPARTMENT
CLIFTON H. JOHNSON
Director

*Amistad Research Foundation*
*Development Fund*
FISK UNIVERSITY CAMPUS
P. O. Box 866 NASHVILLE, TENN. 37203
Telephone: (615) 233-5564

April 18, 1969

Mr. Paul Anthony,
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Paul:

Just a note to express my sincere thanks for your time and kind consideration given me Thursday.

Your suggestions could mean so much to our project and will be perused in the way suggested.

Thank you again.

Cordially,

Carl

C. W. Kelson
Fund Director

CWK:jh

file

April 10, 1969

Mr. C. W. Kelson
Amistad Research Foundation
Development Fund
Fisk University Campus
P. O. Box 866
Nashville, Tennessee 37203

Dear Mr. Kelson:

I would be very happy to meet with you, at your convenience, on the morning of April 17th. I believe I could offer any help that I might be able to give in an hour or so. Therefore, you might plan your schedule accordingly.

"Sincerely,

Paul Anthony
Executive Director

PA/mmj

UNITED CHURCH OF CHRIST + THAT THEY MAY ALL BE ONE +

UNITED CHURCH BOARD
FOR
HOMELAND MINISTRIES
TRUMAN B. DOUGLASS
Executive Vice President

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AND THE AMERICAN MISSIONARY
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General Secretary

AMISTAD RESEARCH CENTER AND
RACE RELATIONS DEPARTMENT
CLIFTON H. JOHNSON
Director

*Amistad Research Foundation*
*Development Fund*
FISK UNIVERSITY CAMPUS
P. O. Box 866 NASHVILLE, TENN. 37203
Telephone: (615) 233-5564

April 8, 1969

Mr. Paul Anthony, Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Re: Your letter March 13th

Dear Mr. Anthony:

Thank you for your very kind answer in response to Dr. Hendersons request to see me.

I apologize for not writing sooner but have just returned to the Campaign Office, here at Fisk. Such a highly selective project takes me extensively throughout the Mid and South Atlantic.

Could we possibly meet in Atlanta either Thursday or Friday, April 17th or 18th? I could plan to fly down in the morning, returning late in the day to Nashville.

My mission would be to determine what avenues of financial assistance you may be aware of that we have not, or are in the process of contacting to further our Amistad project. Enclosed is an informative piece that pretty well tells our story.

I shall await your word.

Cordially,

Carl Kelson

C. W. Kelson

CWK:jh

Enc:

file


UNITED CHURCH OF CHRIST + THAT THEY MAY ALL BE ONE +

UNITED CHURCH BOARD
FOR
HOMELAND MINISTRIES
TRUMAN B. DOUGLASS
Executive Vice President

DIVISION OF HIGHER EDUCATION
AND THE AMERICAN MISSIONARY
ASSOCIATION
WESLEY A. HOTCHKISS
General Secretary

AMISTAD RESEARCH CENTER AND
RACE RELATIONS DEPARTMENT
CLIFTON H. JOHNSON
Director

**Amistad Research Foundation**
**Development Fund**
FISK UNIVERSITY CAMPUS
P. O. Box 866 NASHVILLE, TENN. 37203
Telephone: (615) 233-5564


April 11, 1969

Dear Mr. Anthony:

Thank you for your prompt reply and date of April 17th. I plan to leave Nashville at 8:45 AM arriving in Atlanta at 10:39 AM. Perhaps we should plan on a time of 11:30 to meet in your office in order to give me cab time from the air port. I plan to return to Nashville the same afternoon.

Thank you again Mr. Anthony for your courtesy.

Cordially,

Carl Kelson

# 26th ANNUAL INSTITUTE OF RACE RELATIONS

*"Confronting the Issues"*

## FISK UNIVERSITY

## June 30—July 12, 1969

A JOINT PROJECT OF THE RACE RELATIONS AGENCIES OF THE UNITED CHURCH OF CHRIST, IN COOPERATION WITH FISK UNIVERSITY

## PURPOSE

The ANNUAL INSTITUTE OF RACE RELATIONS, since its beginnings in 1944, has attempted to bring the knowledge and theoretical insights developed by the social sciences to all persons engaged in efforts to eliminate racial and cultural discrimination in the United States. On a deeper level, it has tried to look beyond events in the current struggle to see their implications for a society which professes faith in democracy and human brotherhood and yet denies equality of opportunity to many of its citizens.

While oriented to the practical solution of immediate problems, the Institute stems directly from the religious and moral commitment of the American Missionary Association, which has worked for more than a century to create a society free from "the sins of caste." The Institute is currently sponsored by the Division of Higher Education and the American Missionary Association of the United Church of Christ, with assistance from the church's Council for Christian Social Action.

The Institute's ties with the past, as well as its dedication to the future, are strengthened by the cosponsorship of Fisk University, itself founded by the American Missionary Association in 1866 for "the education and training of young men and women irrespective of color."

Participants come from every part of the nation and represent both voluntary and governmental organizations. Among their number are teachers and students, clergymen and laymen, social workers and community organizers, labor leaders and businessmen, members of human relations committees and personnel from official agencies. Together these actual and potential community leaders work for a closer understanding of the problems, processes, and methods of implementing better human relations.

## PROGRAM

The Institute meets each morning and afternoon throughout the week, Saturday morning, and some evenings. A varied schedule of seminars, lectures, panels, and group discussions is designed to facilitate the widest possible exchange of views and information between Institute members and visiting speakers and consultants. Informal gatherings, including a mid-morning coffee break, also help to provide an atmosphere in which all persons participating in the program can learn from each other.

This year the Institute will confront problems in two broad and related areas of immediate concern: the persisting lack of equal opportunity in housing, education, and employment; and the growing struggle to achieve power and pride by Black Americans, Spanish-speaking Americans, and Indian Americans.

## FACILITIES

The center for Institute activities is the campus of Fisk University, which is located in the North Nashville Model City area. All formal sessions take place in Park-Johnson Hall, the social science building. Living quarters are provided in modern dormitories, and meals are served in the university cafeteria in Adam K. Spence Hall, the student union building, where recreation facilities are also available. Information about the campus and the city of Nashville is sent out to participants in advance.

## FEES AND CREDITS

Payment of a fee of $110 will cover all expenses for registration, tuition, and room and board.

Institute participants may earn three semester hours of academic credit in either sociology or education, on either the undergraduate or graduate level, by fulfilling certain requirements.

## SPEAKERS & CONSULTANTS

DR. GREGORY COFFIN, Superintendent of Schools, Evanston, Ill.

DR. WILLIAM W. ELLIS, Professor of Political Science, Northwestern University

MR. CLARENCE FUNNYE, Director of Urban Planning and Field Services, National Committee Against Discrimination In Housing

MRS. FANNIE LOU HAMER, Vice Chairman, Mississippi Freedom Democratic Party; President, Sunflower County Section, National Council of Negro Women

DR. LEON KEYSERLING, Economic consultant and attorney, Washington, D. C.

THE REV. JAMES LAWSON, Pastor, Centenary Methodist Church, Memphis, Tenn.

DR. HERMAN H. LONG, President, Talladega College

MR. MICHAEL MAZER, Chief, Housing Branch, Community Action Program, Washington, D. C.

MR. WARREN MOORE, Executive Director, Metropolitan Human Relations Commission, Nashville, Tenn.

DR. BROWNING PIPESTEM, Citizens Advocate Center, Washington, D. C.

MR. BEN D. SEGAL, Chairman, Community Advisors on Equal Employment, Washington, D. C.

MR. SAMUEL J. SIMMONS, Assistant Secretary, Office of Equal Opportunity, Department of Housing and Urban Development, Washington, D. C.

MR. LOU SMITH, Operation Bootstrap, Los Angeles, Calif.

DR. NEIL SULLIVAN, Massachusetts Commissioner of Education

MR. DAVID TERRELL, University Research Corporation, Washington, D. C.

DR. ROBERT THOMAS, Professor of Anthropology, Wayne State University

DR. PRESTON WILCOX, Acting President, Afram Associates, New York, N. Y.

MR. ROY WILKINS, Executive Director, NAACP

THE REV. DR. NATHAN WRIGHT, Executive Director, Department of Urban Work, Episcopal Diocese of Newark, N. J.

*Others to be announced*

## STAFF

DR. CLIFTON H. JOHNSON, Director, Amistad Research Center, *Director of the Institute*

DR. JOSEPH T. TAYLOR, Dean, Indianapolis Campus, Indiana University

MR. CARROLL G. BARBER, Research Associate, Amistad Research Center

MRS. H. M. PERRY, Administrative Secretary, Amistad Research Center

MRS. RUTH FORDE, Institute Secretary, Amistad Research Center

MRS. CORDELIA JONES, Reproduction Secretary, Amistad Research Center

26th Annual Institute of Race Relations

"CONFRONTING THE ISSUES"

FISK UNIVERSITY JUNE 30—JULY 12, 1969

Please send me an application for the 26th Annual Institute of Race Relations to be held at Fisk University, June 30—July 12, 1969

NAME_____

ADDRESS_____

CITY_____ STATE_____ ZIP CODE_____

AMISTAD RESEARCH CENTER AND
RACE RELATIONS DEPARTMENT
UNITED CHURCH OF CHRIST
FISK UNIVERSITY
NASHVILLE, TENNESSEE 37203

AMISTAD RESEARCH CENTER AND
RACE RELATIONS DEPARTMENT
UNITED CHURCH OF CHRIST
FISK UNIVERSITY
NASHVILLE, TENNESSEE 37203

Bring up late June

May 20, 1969

Dr. Clifton H. Johnson
Director
Amistad Research Center
Fisk University
Nashville, Tennessee 37203

Dear Cliff:

Enclosed is the requested glossy. I will undoubtedly be coming up on the afternoon or evening of July 9, and will let you know my specific travel plans as soon as they are completed.

Sincerely,

Paul Anthony
Executive Director

PA/mmj
Enclosure

HOWARD E. SPRAGG, EXECUTIVE VICE PRESIDENT

DIVISION OF HIGHER EDUCATION AND
THE AMERICAN MISSIONARY ASSOCIATION
WESLEY A. HOTCHKISS, GENERAL SECRETARY

CLIFTON H. JOHNSON, DIRECTOR
AMISTAD RESEARCH CENTER AND
RACE RELATIONS DEPARTMENT
FISK UNIVERSITY, NASHVILLE, TENN. 37203

Bring up in late h.

# UNITED CHURCH BOARD FOR HOMELAND MINISTRIES

May 16, 1969

Mr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth Street, N. W.,
Atlanta, Georgia 30303

Dear Mr. Anthony:

Enclosed is the program announcement for our Institute. Later you will be sent a detailed program. You are, of course, scheduled to participate on a panel in the morning of July 10. On the preceding day we will have lectures by Dr. Neil V. Sullivan, Massachusetts Commissioner of Education and Dr. David K. Cohen of Harvard. Others on the panel will be Dr. Flournoy Coles, Professor of Economics at Fisk; Mr. Robert L. Terrell, a student at Morehouse; Dr. Preston Wilcox, Director of the National Association of Afro-American Educators; Dr. Gregory Coffin, Superintendent of Schools, Evanston, Illinois; and Dr. Wilson C. Riles, Director of Compensatory Education in the California State Department of Education.

Would you please have your office send us a glossy photograph and some biographical material for publicity purposes? Also, as soon as your travel plans are completed we would like to know your arrival and departure times so that we can make hotel reservations for you.

I look forward to seeing you.

Sincerely yours,

Cliff

Clifton H. Johnson

CHJ :mpm

Enclosure

HOWARD E. SPRAGG, EXECUTIVE VICE PRESIDENT

DIVISION OF HIGHER EDUCATION AND
THE AMERICAN MISSIONARY ASSOCIATION
WESLEY A. HOTCHKISS, GENERAL SECRETARY

CLIFTON H. JOHNSON, DIRECTOR
AMISTAD RESEARCH CENTER AND
RACE RELATIONS DEPARTMENT
FISK UNIVERSITY, NASHVILLE, TENN. 37203

Busy up July 1, 1969

# UNITED CHURCH BOARD FOR HOMELAND MINISTRIES

26 March 1969

Telephoned confirmation 4/14/69 mj

AIR MAIL - SPECIAL

Mr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Mr. Anthony:

The Twenty-Sixth Annual Institute of Race Relations at Fisk University will be held this year from June 30 to July 12, on the theme "Confronting the Issues." It is our opinion that the issues in education at this time are particularly critical and that we must present knowledgeable lecturers and consultants who will directly attack the issues. Therefore, I asked Miss June Shagaloff of the NAACP to serve as a program consultant and work with our staff in formulating that part of the Institute's program dealing with education. We would like very much to have you participate on a panel on the morning ~~of~~ July 10 and discuss school desegregation in the South. We are asking four other persons to participate on the panel, discussing the following subjects: education and human relations in the big cities; decentralization in a big city school system, education and human relations in the middle sized cities and suburban communities, and educating children from poor families.

We pay all expenses, and, as you know, a modest honorarium.

The registered participants for the Institute this year will number about two hundred, who will come from across the nation and also include a few representatives from abroad. The largest professional group among the participants, approximately half, will be employees of state and local civil rights commissions. The second largest group will be educators.

We hope you can be with us. I would be grateful if you would phone me collect at (615) 242-3396.

Sincerely yours,

Clifton H. Johnson

Clifton H. Johnson

CHJ/rf

July 15, 1969

Mr. Clifton H. Johnson
Director
Amistad Research Center and Race
Relations Department
Fisk University
Nashville, Tennessee 37203

Dear Cliff:

It was a pleasure being with you last week. I only regret that we did not have longer to talk.

Should you need it, enclosed is my airline ticket stub.

I have checked on the microfilm of New South at a cost of $33.00 for the entire set. It can be obtained from:

Serials Publications
University of Michigan
300 N. Zeeb Road
Ann Arbor, Michigan 48106

If you have any further difficulty in this, please let me know.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

**MEMORANDUM** July 14, 1969

To: Bob Anderson

From: Paul Anthony

Clifton H. Johnson, Director, RaceRRelations Department, Fisk University, has been attempting to secure the microfilm of New South. Could you give me the address from which it can be ordered?

Bring up July 1, 1969

June 19, 1969

Mr. Clifton H. Johnson
Director
Amistad Research Center and
Race Relations Department
Fisk University
Nashville, Tennessee 37203

Dear Mr. Johnson:

Thank you for making reservations for me at the Capitol Hill Holiday Inn. I shall need the room, and shall also try to be there in time to hear Mr. Wilkins.

I have no objection whatsoever to any recording of proceedings.

Sincerely,

Paul Anthony
Executive Director

PA/mmj

HOWARD E. SPRAGG, EXECUTIVE VICE PRESIDENT

DIVISION OF HIGHER EDUCATION AND
THE AMERICAN MISSIONARY ASSOCIATION
WESLEY A. HOTCHKISS, GENERAL SECRETARY

CLIFTON H. JOHNSON, DIRECTOR
AMISTAD RESEARCH CENTER AND
RACE RELATIONS DEPARTMENT
FISK UNIVERSITY, NASHVILLE, TENN. 37203

# UNITED CHURCH BOARD FOR HOMELAND MINISTRIES

17 June 1969

Mr. Paul Anthony
Southern Regional Council
5 Forsyth Street, North West
Atlanta, Georgia 30303

Dear Mr. Anthony:

For the Institute of Race Relations we have made reservations for you for July 9 at the Capitol Hill Holiday Inn on James Robertson Parkway. Since we have a full program on July 9, including an evening program, I will not plan to meet you at the airport. Please take a Yellow Cab, not the limousine, to the Inn. Of course, if you will not need the room, please let me know.

Other members of your panel will also be at the Holiday Inn. I will come by there at 7 o'clock on the morning of July 10 and perhaps most of us can have breakfast together and discuss the program for the day. We hope you will be able to remain for the afternoon discussions.

Although the reservations have been guaranteed for late arrival, you might wish to arrive early enough to hear Roy Wilkins who is scheduled to speak Wednesday evening.

In addition to the regular coverage by newspapers and television, National Educational Television will be here for the entire Institute, taping material for showings at a later date. Do you have any objection to having all or part of your presentation televised?

Sincerely yours,

Clifton H. Johnson

Clifton H. Johnson

CHJ/rf

MEMO FROM THE DESK OF:

**R. E. Anderson**

P.A.

In response to your memo about NEW SOUTH microfilm. The address is:

Serials Publications
University of Michigan
300 N. Zeeb Rd.
Ann Arbor, Mich. 48106.

Cost is $33.00 for the entire set.

July 30, 1969

Dear Member of the 26th Annual Race Relations Institute:

We appreciate your contributions to our Fisk Community Summer Project. Through your efforts we will be able to eat one hot meal per day until the end of the program.

Sonia Donaldson
Jennifer Tillery
Regina Booch
Shirl Speed
Diana Cooper
Thera Cooper
Aretha Bagley
Tiatiana Booker
Brenda Booker
Rosalie Tillie
Diane Booker
Lebetha Speed

Terry Dickerson
Michael Beatty
Danny Bates
William Winfield
Tetzel Tillery
Horace Begley
Bobby Begley
Darryl Daniels
Anthony Butler
Anthony Brownlow
Joseph Louis Frierson
Kevin Frierson
Robert Donelson
Wayne Brown
Clarence Winfield
Michael Berry
Cornelle Charleston
Ronald Booker
Jerry Smith
Renard Bates
Todd Begley

FISK UNIVERSITY

NASHVILLE TENNESSEE

Thank you!!

Marcia L. Hall

Cornelius Haag

Eugene Sewell

E. D. Jacobson

September 24, 1969

Mr. Robert F. Campbell
Executive Director
Race Relations Information Center
1109 Nineteenth Avenue, South
Nashville, Tennessee 37212

Dear Bob:

This will confirm our commitment of $2,000 to the Center for the joint project in cooperation with AFSC.

These funds will be forward to you at your request.

Sincerely,

Paul Anthony
Executive Director

PA/mmj
cc: Mr. Hayes Mizell
Miss Winifred Green

Race Relations Information Center
SUCCESSOR TO SOUTHERN EDUCATION REPORTING SERVICE
P. O. BOX 6156
1109 NINETEENTH AVE., SOUTH • NASHVILLE, TENNESSEE 37212
TELEPHONE: (615) 291-1262

September 19, 1969

Mr. Paul Anthony
Executive Director
Southern Regional Council
5 Forsyth Street
Atlanta, Georgia

Dear Paul:

You will recall that Winifred Green, Hayes Mizell and I talked with you on August 27 regarding a proposed study of majority black school districts in the South to be made by the Race Relations Information Center. We estimated that we would need $3,000 to help defray our research costs. Hayes and Winifred said they would try to obtain $1,000 from the American Friends Service Committee--an amount which has now been committed. You expressed a willingness to contribute $2,000, if we could not obtain the money from other sources.

The Southern Education Foundation seemed the most likely source for the latter amount, but we have not succeeded in getting John Griffin to make a commitment. We would like to start on the project within the next few weeks, with the idea of issuing a report about the first of the year, so this letter constitutes a formal request for the $2,000.

I should add that the $3,000 mentioned above will not cover publication costs. I talked with Dr. Bill Archie of the Mary Reynolds Babcock Foundation about the possibility of providing $3,850 for offset printing of 10,000 copies of a brochure that might be as long as 100 pages. Bill was sympathetic to the idea, but said a decision could not be made until his board meets in early December. I think we should go ahead with the project in the hope and expectation that funds for printing will materialize--if not from the Babcock Foundation, then from some other source.

Jim Leeson will direct the study for us. We propose to conduct the survey along the general lines of Hayes' memorandum which he delivered to you at the time of our conference. The study will have a strong statistical and factual base about all of the majority-black districts in the Old South states, excluding city districts like Richmond and Atlanta that have tipped over to the majority black side. This will be supplemented by case histories of about nine districts--probably three in South Carolina, three in Mississippi and three in Louisiana. Leeson, or a writer under his direction, will visit each of these districts and try to obtain answers to the questions listed in Hayes' memorandum. We plan to make these visitations only once, rather than to return a second time in the spring as Hayes had originally suggested.

We think the study is important, and we believe it will provide information that will help the districts, the states and the federal government to deal with the complex problems that the districts face.

If you want more information, let me know. I hope you can let me know at an early date whether we can count on $2,000 from the Southern Regional Council. Many thanks.

Sincerely,

Bob

Robert F. Campbell
Executive Director

RFC/pt

cc: Mr. Hayes Mizell
Miss Winifred Green

# Questions and Answers

**Amistad Research Foundation**

**Development Fund**

*With Vision And Humility...*

*We Strive To Serve Humanity*

1. Introduction

The elimination of white racism and the growth of black pride require increased knowledge and understanding of the past and present position of Negroes in American life by black and white citizens alike. The Amistad Research Center and Race Relations Department at Fisk University can make a unique contribution to these goals by virtue of its heritage, location, and dedication to the rights of man. Established in 1966 as an agency of the Division of Higher Education and the American Missionary Association of the United Church Board for Homeland Ministries, the Center is now being reorganized with its own board of directors and a fund campaign is being launched for a building and endowment. Retaining its ties with the American Missionary Association and Fisk University, the Center will continue the existing program of the Race Relations Department and will become an important center for historical research on Negro life in America as well.

2. What is the background of this project?

The Race Relations Department was first established at Fisk University in 1942, with the broad purpose of relating the knowledge and theoretical insights developed by the social sciences to practical programs designed to break down discrimination and segregation in all areas of American society. It was organized under the auspices of the Division of Higher Education and the American Missionary Association of the then Congregational Christian Church's Board of Home Missions, in consultation with Dr. Charles S. Johnson. Dr. Johnson at that time was head of the Social Science Department of Fisk University and became the first director of the Race Relations Department.

During the twenty-five years of its existence the Department has maintained its close relationship with Fisk University, particularly with those academic departments—Social Science, Education, Psychology, and Economics and Business Administration—with which it shares common interests. Beyond these immediate ties, the connection also has a wider historical significance. Fisk University itself was founded by the American Missionary Association (AMA) in 1867—during that organization's period of independent existence—to help fill the tremendous need for higher education in the southern states after the Civil War. Although open to all students "irrespective of color" according to its charter, the university became, and has remained, a predominantly Negro institution. It quickly acquired and maintained a reputation for academic excellence, as well as a deep concern for making democracy a reality in a multiracial society.

In this setting and under the able leadership of Dr. Johnson, a sociologist, and later of Dr. Herman H. Long, a social psychologist, the Race Relations Department developed a program known and ad-

mired throughout the country. The quality of leadership is attested by Dr. Johnson's appointment as president of Fisk University in 1947 and Dr. Long's appointment as president of Talladega College in 1964. Under these two men the activities of the department in both research and education have been outstanding.

Although the research program was geared to practical interest and to attempts to influence or alter public policy—on local, state, and federal levels—it has always been characterized by its adherence to the norms, techniques, and methods of social science research. The major problems studied were those arising from discrimination against Negroes and other minority groups in housing, employment, education, transportation, public accommodations and other areas of American Life. Specifically, studies were published indicating how restrictive covenants drastically curtailed their choice of housing, how management and union policies limited their employment opportunities, how segregation was maintained in interstate travel despite court orders against it, and how new leadership arose in southern communities to facilitate orderly social change following the rise of the direct action movement. The department also assisted community groups throughout the country in making "self-surveys" to determine the extent of discrimination in their own towns and cities as a necessary first step towards its elimination.

The foremost educational activity of the department has been the Annual Institute of Race Relations, held every summer since 1944 in cooperation with Fisk University. The institute program has brought together, on the one hand, interested citizens from across the nation—many of them representing governmental, academic, social work, labor, and religious organizations—and, on the other recognized authorities on the many aspects of human relations problems. The participants have returned to their homes better able to see the problems in their own communities with a wider perspective and better able to lead or take part in local programs aimed at the ultimate goal of equality of opportunity for all Americans. Increasingly, the growing number of state and local human relations commissions avail themselves of the opportunity to give their staff members greater competence in the intergroup relations field by underwriting their attendance.

3. What has the program of the center been up to now?

Since its establishment in 1966, the Amistad Research Center, under the direction of Dr. Clifton H. Johnson, a historian, has carried on the activities of the Race Relations Department, and will continue to do so. But in addition, the Center has assumed control of over two million items of manuscript material and has begun a program of historical research to complement that being done on current problems and conditions. The nucleus of this documentary repository is the AMA archive, now housed in the Fisk Library, containing over 300,000 manuscript pieces, dating mainly from 1839-1882. These papers constitute an invaluable source for study of the abolition movement and of the efforts by the AMA to provide education for Negroes during and after the Civil War. In addition to the AMA papers, now catalogued and already in use by scholars, the following collections are now being processed and will be made available as soon as possible:

Frederick L. Brownlee Papers. Unprocessed. Chiefly personal correspondence and unpublished manuscripts from 1940-1962. ca. 2,500 items.

Charles S. Johnson Papers, 1916-1962. Being processed. Correspondence, addresses, interviews, memoranda, studies, abstracts, printed matter, and other papers, and articles. ca. 50,000 items.

W. E. B. DuBois Papers, 1900-1960. Correspondence, addresses, memoranda, studies, abstracts, printed matter, and other papers. ca. 2,500 pieces.

Charles Waddell Chesnutt Papers, 1857-1950. Correspondence, journals, scrapbooks, literary MSS., speeches, published writings, certificates and contracts, photographs, and the Spingarn medal. ca. 1900 items.

John Mercer Langston Papers, 1853-1898. Correspondence, speeches, drafts of writings, receipts, estate papers, banking papers, handbills, passports, minutes, a scrapbook, and newspaper clippings. ca. 900 items.

Rosenwald Fund Archives, 1928-1948. Correspondence, evaluations, MSS. of unpublished writings, memoranda, minutes, reports, expense books, bank statements, and journal vouchers. 262 feet.

James Carroll Napier Papers, Unprocessed. Correspondence and other personal papers. ca. 300 items.

Jean Toomer Papers, ca. 1920-1950. Being processed. Correspondence, journals, scrapbooks, literary MSS. ca. 30,000 items.

Thomas W. Talley Collection. Unprocessed. Personal papers, lecture notes and MSS. on chemistry. ca. 1,000 items.

Robert E. Park Collection, 1939-1944. Correspondence, receipts, notes, and clippings. ca. 1,000 items.

Edwin R. Embree Papers, 1942-1944. Correspondence, notes and other items relating chiefly to his book *13 Against the Odds*. ca. 1,000 items.

George Edmund Haynes Collection, ca. 1925-1940. Correspondence, reprints from magazines, studies, notes, clippings. ca. 800 items.

John Hope II Papers, ca. 1939-1961. Correspondence, notes and studies, clippings, reprints. ca. 10,000 items.

Thomas E. Jones Papers, 1925-1946. Correspondence and other papers relating to his tenure as president of Fisk University. ca. 10,000 items.

Southern Education Reporting Service Clippings Files, 1954-1964. Newspapers and magazine clippings relating to desegregation of schools and civil rights. ca. 500,000 items.

Race Relations Department Archives, 1942- . Correspondence, notes and studies, pamphlets, clippings, lectures. ca. 100,000 items.

George W. Lee Papers. The first installment of these papers, about 2,000 pieces, has been received. The Center will eventually receive all of Mr. Lee's papers including correspondence, scrapbooks, clippings, literary manuscripts, and photographs.

Mary E. Spence Papers. Chiefly correspondence, this collection which has not been catalogued is composed for the most part of papers dating from the 1870's to the 1950's. About 30,000 items.

Inez Adams Papers. Unprocessed and uncatalogued. Chiefly correspondence and research notes dating from the 1930's to the 1960's.

Langston Hughes Papers. About 3,500 pieces, dating 1921-1965. Includes biographical data, correspondence, programs and announcements of publications and songs, sheet music, clippings.

Countee Cullen Papers. About 3,000 pieces, unprocessed.

Mrs. Mary McCleod Bethune Papers. Approximately 2,000 pieces.

4. What is the current objective?

To increase and promote understanding among the diverse groups which form the American population, most particularly and urgently between the black and white communities to which most Americans belong. More succinctly, it might be said that the goal is to foster a healthy, viable cultural pluralism, recognizing that pride in group identity is a necessary step towards true national integration.

5. Is what we propose diplomatically expedient?

The history of Fisk and other predominantly Negro Colleges in the South, and indeed that of many all white institutions, would indicate that, even under conditions of extreme tension, programs of research such as anticipated here are probably more likely, if anything, to excite ridicule rather than any serious antagonism.

6. What manuscript collections are we planning to add this year?

Manuscript Collections to be received by the Amistad Research Center in 1969 are:
Dr. Marguerite Cartwright's Papers
Judge Edward R. Dudley's Papers
Dr. Anna Arnold Hedgeman's Papers
Eric S. Wells Papers
Archives of the American Home Missionary Society—Approximately 300,000 pieces.

7. What are some of the specific activities planned for future programs?

In the belief that historical and contemporary researches concerning the black experience in the United States can be most profitably pursued in an atmosphere in which they can enrich and inspire each other, the Amistad Research Center has proposed the following specific activities for its future programs:

1. To carry on scientific research in the field of race relations in the tradition of the Race Relations Department.

2. To house and superintend the archives listed above, acquiring new collections of material whenever possible, and maintaining them as one of the major American sources for research in race relations, past and present. The initiation of an oral history collection is also planned.

3. To conduct a publishing program in connection with the archives, in order that results of research will be disseminated as quickly and widely as possible.

4. To conduct a vigorous program of consultation, conferences, symposia—including the Annual Institute of Race Relations—aimed toward the integration of American society.

5. To promote interest in research among students and faculty of the AMA colleges—Fisk, Dillard, Tougaloo, Talladega, Le Moyne, and Huston-Tillotson—in consonance with the objectives already outlined. It is hoped that a fellowship program will be made possible to further this goal.

To carry out this program, the Center badly needs room for expansion. Currently it is housed on the campus of Fisk University under conditions which make the integration and coordination of the proposed activities extremely difficult. The University has generously agreed to donate land to the Center on which a building may be constructed to provide storage and working space for the archives, as well as necessary office, conference, and assembly areas for carrying out the remainder of its program.

8. Where did the word *Amistad* come from?

In 1839 a group of Africans were kidnapped by slave traders and brought to Havana where they were sold as slaves. While being transported from Havana to another city in Cuba on a ship ironic-

ally named *Amistad*—friendship—they mutinied, slew the captain and ordered their presumptive owners to steer the ship for Africa. At night, however, the Spaniards managed to steer north and the ship eventually was captured by an American naval vessel off Long Island. After prolonged litigation concerning the disposition of the Africans, the case eventually reached the Supreme Court, where John Quincy Adams argued on their behalf. In a historic decision the Court found in their favor and they were finally set free in March 1841.

Soon after the arrival of the Africans in the United States, a group of evangelical abolitionists formed the Committee of Friends of the *Amistad* Africans. This committee raised funds to pay their lawyers and to provide other assistance during their imprisonment. When the Africans were freed, the committee then undertook to return them to Africa, together with a group of American missionaries. Following these endeavors, the members of the committee eventually came together in 1846 and formed the American Missionary Association. Believing that all of the traditional church denominations had compromised themselves over the issue of slavery, its founders pledged to rid both church and society from the "sins of caste." While its activities were originally worldwide in scope, the AMA dedicated its entire resources during and after the Civil War to assist and educate the newly freed slaves in the American South.

9. What are the current fields of operations?

The Amistad Research Foundation Development Fund is the project. Currently all work is performed under the name of the Amistad Research Center and Race Relations Department, as an affiliate of Fisk University and sponsored by the Division of Higher Education and the American Missionary Association, Board for Homeland Ministries, the United Church of Christ. Sponsoring organizations are tax exempt under Federal and State Revenue Acts.

The Director responsible for this project is Clifton H. Johnson, Ph.D. (History). Dr. Johnson is also Curator of all manuscript collections now held or to be acquired by Fisk University, as well as all Center-owned collections.

The fields of operations are basically educational. We promote scholarship by collecting and processing manuscript and other source materials for the study of Negro life and history in the United States and by providing research facilities and making documentary materials available to scholars. Secondly, we endeavor to improve race relations in the United States by promoting and supporting research in contemporary problems and by conducting each summer an Institute of Race Relations. This Institute brings together professional and volunteer workers in the area of human relations from across the nation, presents the latest findings of scholarly research and examines on-going effective programs for bettering human relations. A third area of operations is the promotion and direction of cooperative programs in educational research by the faculties of the six A. M. A. colleges.

10. What is the primary purpose of this endeavor?

The primary purpose of this endeavor is the promotion of scholarship; specifically the study of American Negro history. The United States has a composite history and culture made up of the contributions of a wide variety of ethnic, racial and national groups. Nevertheless, many Americans have persisted in accepting and acting on the premise that Western Europeans alone made positive contributions in the building of the United States, and that the nation has a white—Anglo-Saxon-Protestant culture that requires protection from the undesirable foreign intruders, who have settled in our midst. A major factor responsible for this divergence of belief from fact is the treatment received by minority groups in American history textbooks and courses. No minority has suffered more from neglect and racial bias by textbook writers than the Negro American. There is today a growing concern with this problem among historians, and more and more history teachers at the elementary and secondary levels are demanding textbooks that give a more balanced treatment of the Negro's role in American history. Before this can be satisfactorily accomplished, there is a great need for much basic research in Negro history. At this time the Amistad Research Center is the only institution systematically collecting and processing primary source materials for the study of Negro life and history.

11. What are other institutions doing in this same field?

Other institutions, particularly the New York Public Library in its Schomburg collection, the Howard University library, and the Fisk University library, have amassed valuable collections on the Negro. These institutions, however, concentrate on the collection of books and secondary materials. They do accept primary source materials that come their way, but in many cases such materials have been stored in basements or attics or other inaccessible places without being organized or processed for use by scholars. The Amistad Research Center goes into the field searching for materials and maintains a staff continuously processing the collections.

12. What are the basic needs to realize our potential as a major research library and archives?

(1) Provide housing for the manuscripts and collections. At the present time these materials are housed in six different locations in three build-

ings on the Fisk campus. In all locations there is the danger of destruction by fire and the deterioration of the papers through excessive heat and dampness. Furthermore, space limitations result in the collections being stored so that they are not easily accessible to visiting scholars. The more than 2,000,000 pieces of manuscript material in the Center are invaluable and irreplaceable. It is imperative for their preservation to deposit them in a fireproof building, relatively dust-free and equipped with precision facilities for controlling temperature and humidity.

Furthermore, maintaining adequate control under present conditions against loss or theft of the materials results in an inefficient use of personnel. For example, when several scholars are visiting the center, using collections in several locations, a staff member must be stationed in each location. If the materials were in one location, central control by only one staff member would be required.

(2) Provide reading rooms and study carrels for research scholars. Graduate students and college professors from across the nation visit the Amistad Research Center. Frequently, individual scholars are with us for several months and some are in residence for an academic year or throughout the summer months. The best working space we can provide is in one of the general undergraduate reading rooms in the library, without the privacy and quiet needed for serious research and without facilities for keeping reference books and research files close at hand.

(3) The basic element in maintaining a research library is the processing of the materials. We need not only space to work but also the equipment and facilities for the development of up-to-date methods for treating the materials and protecting them from deterioration.

(4) Our Annual Institute of Race Relations, conducted at Fisk for twenty-five years attracts participants from across the nation and abroad. Agencies of federal, state, and local government, of churches and other institutions regularly send staff members to the Institute. The enrollment in the Institute increases year by year. If we are to continue this successful program we must have suitable facilities, including a large lecture room and smaller seminar rooms. Also, a basic aim of the Amistad Research Center is to promote cooperation and eliminate unnecessary duplication of programs by the six A. M. A. colleges. The lecture and seminar rooms would provide us with the facilities for carrying on a systematic program of conferences, workshops and institutes involving the faculties, staffs and students of the six colleges. Through these programs we would aim not only to promote closer cooperation among the institutions, but also to provide programs for faculty and student advancement that would be beyond the financial means of the colleges acting independently.

(5) A major need of the college student is to develop verbal abilities. This is especially true of Negro students who come to college suffering from economic and educational disadvantages. On most college campuses, the students are given an opportunity to verbalize and develop both literary talent and research abilities through campus publication. The A. M. A. colleges, because of limited financial resources, are able to supply outlet to only a small degree. None of the colleges publishes a literary magazine. The Amistad Research Center proposes to publish a journal that will serve as an outlet for the literary and research efforts of both the faculties and students of the A. M. A. colleges.

13. What is the historical background of this project?

The historical background of this project need stems in general from the original existence of Negro chattel slavery in the United States, with its aftermath of segregation and discrimination directed against the descendants of the slaves. Specifically, the beginnings of organized action by white people on behalf of Negroes was signalled by the coming together of concerned evangelical Christians in the defense of the African slaves from the ship *Amistad* in 1839. (The origin of the American Missionary Association can be directly traced to this effort.)

14. What results do we expect?

It is expected that the results of this project will promote and substantiate an increased awareness and understanding of their history on the part of both black and white Americans, fostering pride and dignity among black people and honesty and decency among white people—specifically, the solution of both historical and scientific (social) problems in the area of black-white relations in this country. To further expand on these expected results: (A) Research in the history of the Negro will result in curriculum revision at every level to give more attention, both qualitatively and quantitatively, to the Negro's role in America. (B) One of the reasons why the Negro has so long been neglected in American history is that the documentary evidence of his contributions has not been preserved. The Center will not only continue to search for and collect materials dealing with the past, but it will provide a depository for contemporary records for use by future historians. (C) By serving as a catalytic agent, the Center through the cooperation of the six A.M.A. colleges will endeavor to effect meaningful program and curriculum revision of significance not only for predominantly Negro colleges, but for higher education in general.

15. What will the expected results lead to?

Without making extravagant claims, the results mentioned above will eventually be in-

corporated as factual knowledge into our schools and textbooks, into government offices struggling with very practical human relations problems, and all other agencies and concerns which must cope with our increasingly serious divisions along the lines of race.

16. Who comprises the current staff?

The current staff of the Amistad Research Center is as follows:

Clifton H. Johnson, Ph.D. (History) Director
Carroll G. Barber, M.A. (Anthropology) Research Associate
Jacob W. Shapiro, M.A. (Education) Research Coordinator
Gracia M. Hardacre, M.S. (Library Science) Senior Archivist
India Watterson, M.A. (History) Archives Assistant
Beth M. Howse, B.A. (Sociology) Archives Assistant
(Vacancy—Research Associate in Sociology)
Hattie M. Perry, Administrative Secretary
Etoile Jordan
Ruth Forde
Cordelia Jones
Beverly Williams

All staff personnel are experienced and have been engaged in similar studies, work, and accomplishments. Since September 1966, when Dr. Johnson became director of the new Amistad Research Center, they have cooperated on a wide variety of projects, including the Annual Institute of Race Relations.

17. Do we have an architect?

Yes.

Construction plans are now being formulated by the firm of Gassner, Nathan, Brown and Seabrook, Architects of Memphis, Tennessee.

18. What are our financing arrangements for this project?

| | |
|---|---|
| Architects Estimate—Building | $ 700,000 |
| Furnishings & Equipment | 100,000 |
| Land Acquisition | 20,000 |
| Sub-Total | $ 820,000 |
| (Govt. Grant potential is 30% of above Sub-Total or $240,000.) | |
| Architects Fees & Expenses (6% Est. of $700M.) | 42,000 |
| Estimated Construction Loan Interest (Based on 3 year pledges totaling $400m discounted @ 80% @ 6% Int. Rate) | 75,000 Optional |
| Micro-Filming, Research Library | $ 100,000 Optional |
| Campaign Fees & Expenses | 25,000 |
| Safety Factor for Pledges on $500m need | 150,000 Optional |
| Operating Capital (2 years min.) | $ 150,000 Optional |
| GROSS PROJECTED TOTAL | $1,362,000 |
| LESS OPTIONALS | 475,000 |
| ESTIMATED NET PROJECT | $ 887,000 |

FINANCING POTENTIAL FOR NET PROJECTS

| | |
|---|---|
| A. M. A. Pledge | $ 100,000 |
| Gov't. Grant Potential | 240,000 |
| Private Fund Required | 547,000 |
| TOTAL | $ 887,000 |
| Private Funding Required on Net Project | $ 547,000 |
| Operating Capital (2 years) | 150,000 |
| GROSS TOTAL REQUIRED | $ 697,000 |

19. Do we have designated memorial opportunities?

Yes—as follows:

| *Occupancy* | *Number Required* | *Memorial Opportunity* |
|---|---|---|
| MANUSCRIPTS ARCHIVE | | |
| Controlled access area for storage of all manuscripts and micro-film (3 to 4 million pieces) | 3 | $ 75,000 Ea. (225,000) Total |
| AUDITORIUM | | |
| Will seat 300 persons with stage, and projection facilities | 1 | $125,000 |
| PERMANENT EXHIBITS FACILITIES | | |
| Exhibit space for art, artifacts, etc. relating to the origins and cultural heritage of the Negro as well as background material connected with A.M.A. | 1 | $ 50,000 |
| GENERAL READING ROOM | | |
| Will seat 36 persons with stacks around perimeter | 1 | $ 50,000 |
| RECORDING, TRANSCRIBING AND LISTENING STUDIO COMPLEX | | |
| Equipment and storage for language and music records, tapes, and similar materials. (Will contain 4 listening rooms within) | 1 | $ 38,500 |
| FOYER | | |
| Central distribution area for reception, information desk, and control. Major areas to be adjacent. | 1 | $ 30,000 |
| BOUND PERIODICALS AREA | | |
| Display and stack space for reference issues of periodicals (approximately 8,000 volumes) | 1 | $ 30,000 |
| MAILING AND PRINTING | | |
| Containing all mailing, printing, duplication equipment, and storage facilities | 1 | $ 22,500 |
| SEMINAR ROOMS | | |
| Three (3) required | 3 | $ 20,000 Ea. ($60,000) Total |
| CURRENT PERIODICALS AREA | | |
| For the display and reading of current, appropriate newspapers, and magazines. (Will seat approximately 12 persons) | 1 | $ 20,000 |
| PUBLISHING ROOM | | |
| For produtcion of the "Journal" | 1 | $ 20,000 |

| *Occupancy* | *Number Required* | *Memorial Opportunity* |
|---|---|---|
| NON-ROTATING STORAGE FOR PROCESSED MANUSCRIPTS | 1 | $ 15,000 |
| WORK ROOM<br>Receiving, unpacking, and preparation of manuscripts and other material | 1 | $ 15,000 |
| STORAGE FACILITIES<br>For duplicates and preservation of all other showed materials | 1 | $ 13,500 |
| STAFF CONFERENCE ROOM<br>Equipped | 1 | $ 12,000 |
| PROCESSING AND MICROFILMING<br>Manuscripts, papers, materials, etc. | 1 | $ 9,000 |
| DIRECTOR'S OFFICE | 1 | $ 7,500 |
| ARCHIVIST OFFICE | 1 | $ 5,000 |
| RESEARCH ASSOCIATES<br>Three (3) offices | 3 | $ 3,750 Ea.<br>($11,250) Total |
| SECRETARY-RECEPTIONIST<br>Directors | 1 | $ 3,750 |
| SECRETARIAL AREA<br>To accommodate up to 4 working people with supply storage facilities | 4 | $ 3,500 Ea.<br>($14,000) Total |
| PRIVATE STUDY CARRELS<br>Twelve (12) required for individual prolonged research. Several to be equipped with microfilm readers | 12 | $ 3,000 Ea.<br>($36,000) Total |
| LISTENING AND STUDY ROOMS<br>A part of the recording, transcribing, and listening studio complex | 4 | $ 1,250 Ea.<br>($ 5,000) Total |

GENERAL NOTES

The building thru its displays, art works, and general architectural character shall embody the ideals and principles of the A.M.A. and Negro culture.

The Amistad Research Center will be a completely fireproof and theftproof structure. It will be designed so that persons and materials going in and out of the building will be controlled at all times. It shall have a sophisticated air conditioning system so that the temperature and humidity may be maintained at optimum levels in all areas.

20. Are subscriptions and pledges tax-deductible?

Yes, givers may, under certain conditions, enjoy tax deductions up to thirty (30%) percent of adjusted gross income. Corporations may deduct up to five (5%) percent of net before taxes.

21. Why locate these new archives on the grounds of Fisk University?

Fisk University is now constructing a large and beautiful library building to be occupied in April 1969. At the same time, the American Missionary Association, with the cooperation and support of Fisk, has begun a fund-raising drive for the purpose of erecting a research library on the Fisk Campus to house the Amistad Research Center. Some persons have raised the question: "Why another library at Fisk?" The question indicates a lack of understanding of the distinct functions of the two libraries. The building under construction is to house the University library, whose primary function is to serve the students and faculty of Fisk in the implementation of curriculum goals. The Amistad Research Center is a manuscripts library for collecting, processing, preserving and making available to scholars the primary sources for studying and writing the history of the Negro American. While the faculty and students of Fisk University are encouraged to use the materials and facilities of the Center, it serves chiefly the research scholar—Ph.D. candidates, post-doctoral scholars and other authors engaged in creative research. The establishment of the Amistad Research Center at Fisk as an institution separate from, but complementary to, the University library is in line with a trend evident throughout the United States, which has been long advocated by manuscript librarians, archivists and research scholars. Some university libraries do contain significant manuscript divisions, but where the manuscript divisions have been maintained as an integral part of the general library there usually develop conflicts of interest.

Maintaining a manuscripts library is an expensive operation, and it is in the matter of budget that the conflict of interest is most evident in cases where the manuscripts division is a part of a university library. Although the manuscript holdings can bring considerable prestige to the university, the curriculum needs of the students and faculty are the more immediate and pressing for the librarian and staff. Unless special funds are solicited for the manuscript division, it becomes impossible to carry on the basic functions of the library and at the same time provide the special staff facilities required for a manuscripts library and carry on a vigorous and well-planned collecting program. Frequently the result is that the manuscript collections remain in the library as inaccessible to research scholars as they were when in the possession of the donors. The establishment of the Amistad Research Center at Fisk is a solution for this problem. The American Missionary Association will provide the basic budget for the operation of the manuscripts library. Furthermore, the Center can solicit special contributions and grants to carry on its program without conflict with the Fisk library in that it will not solicit in competition with Fisk or from the Fisk constituency. The present building campaign is being conducted on this principle.

22. Who is giving the land for this building?

Fisk University will donate the land on which the Center will be built. There are also plans to purchase two adjoining lots for parking and landscaping needs.

Fig 1

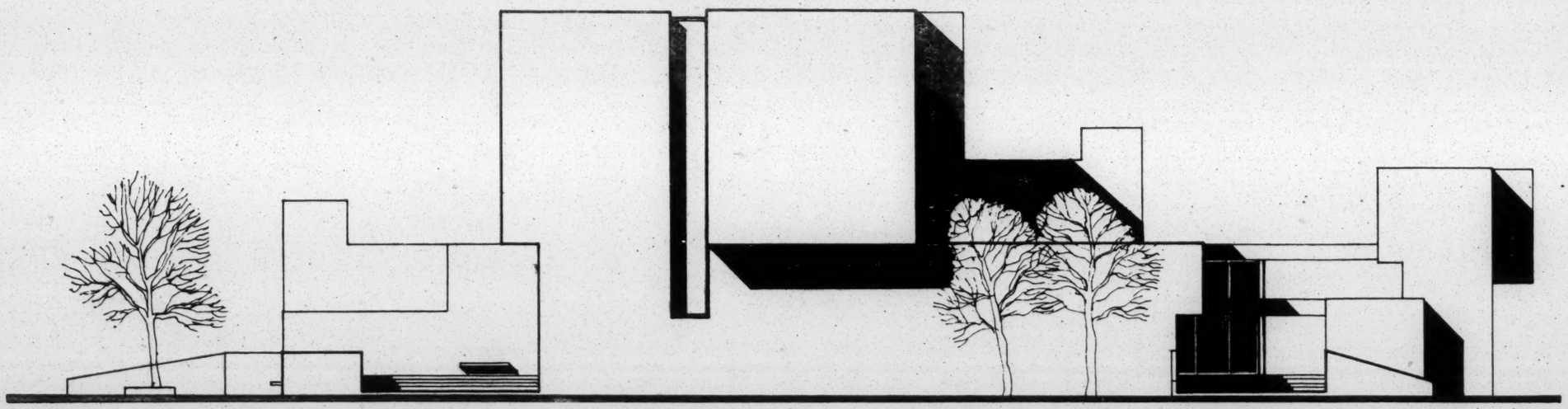
SITE PLAN

# AMISTAD RESEARCH CENTER

FISK UNIVERSITY NASHVILLE, TENNESSEE

DR. CLIFTON H. JOHNSON — DIRECTOR

GASSNER NATHAN BROWNE SEABROOK — ARCHITECTS PLANNERS



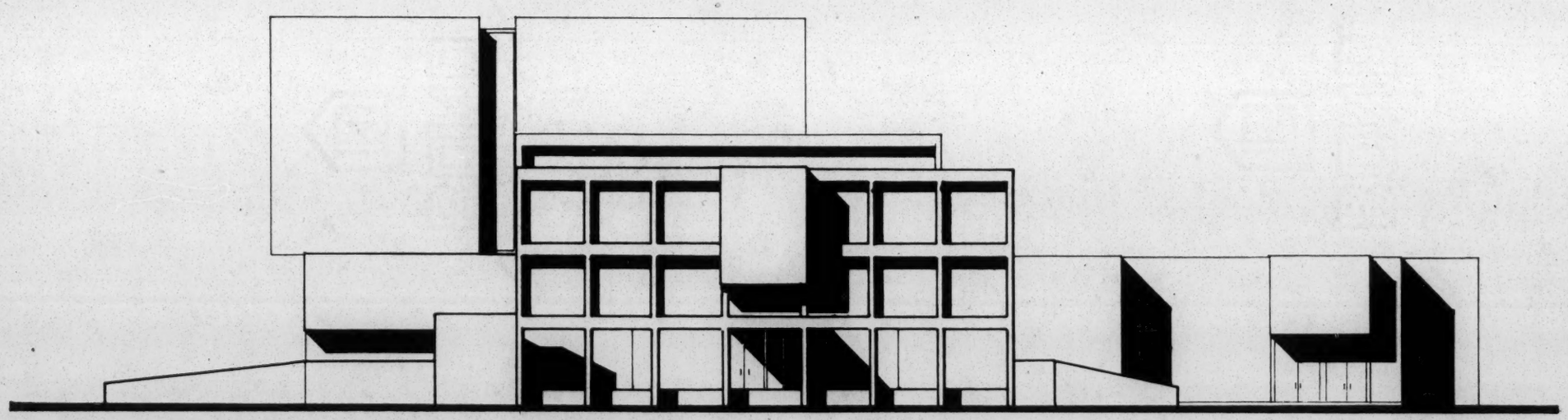
WEST ELEVATION

# AMISTAD RESEARCH CENTER

FISK UNIVERSITY NASHVILLE, TENNESSEE

DR. CLIFTON H. JOHNSON — DIRECTOR

GASSNER NATHAN BROWNE SEABROOK — ARCHITECTS PLANNERS



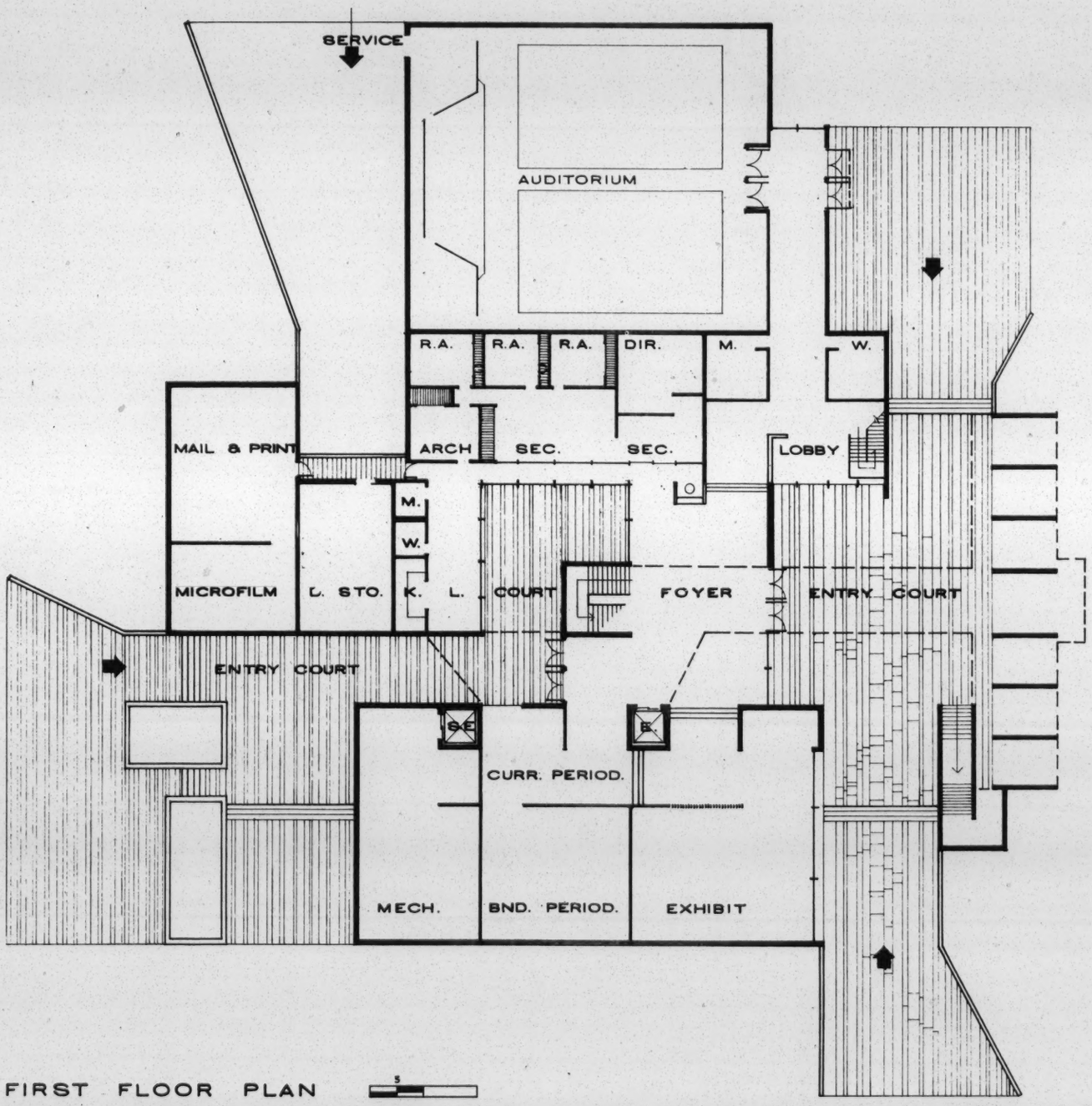
SOUTH ELEVATION

# AMISTAD RESEARCH CENTER

FISK UNIVERSITY NASHVILLE, TENNESSEE

DR. CLIFTON H. JOHNSON — DIRECTOR

GASSNER NATHAN BROWNE SEABROOK — ARCHITECTS PLANNERS



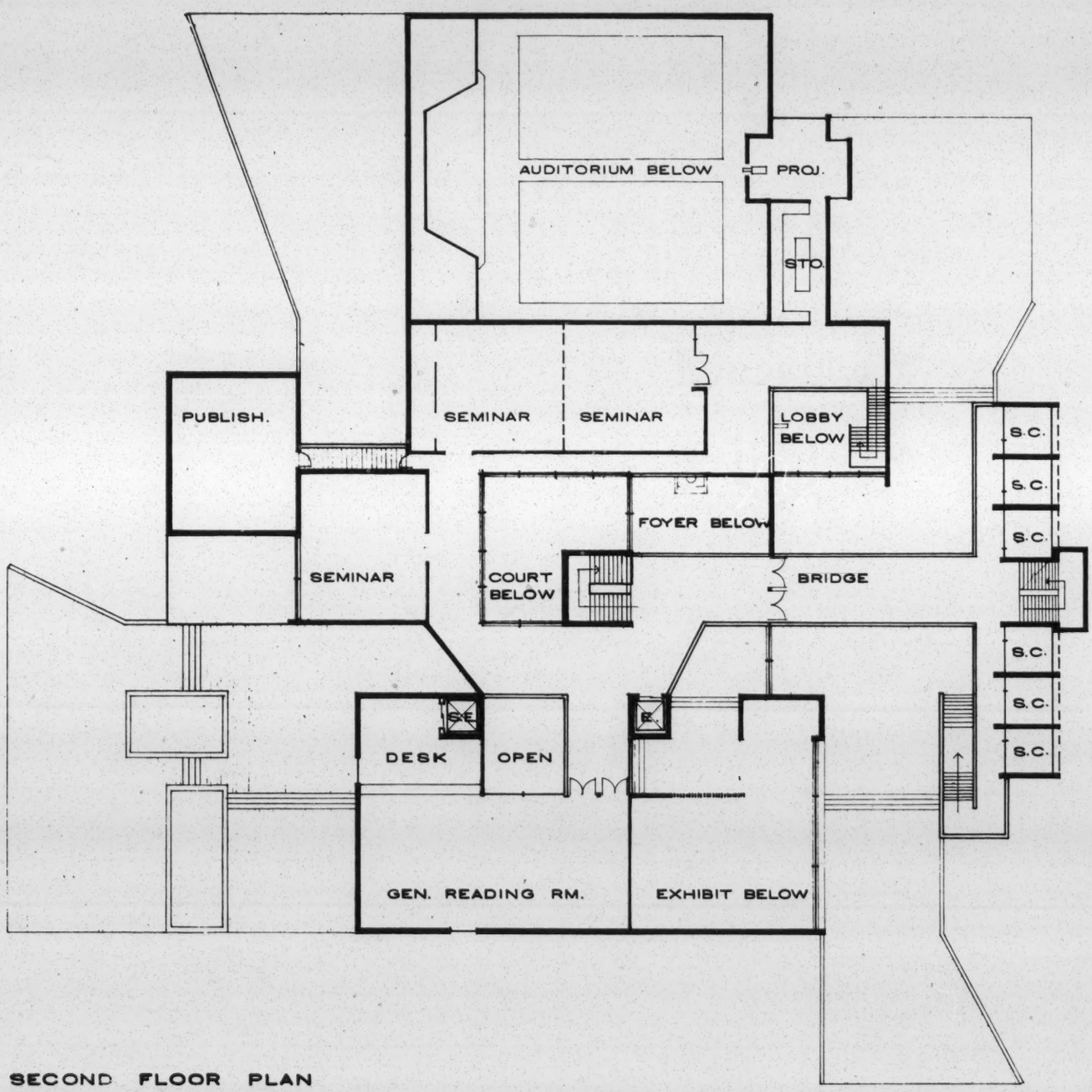

FIRST FLOOR PLAN

# AMISTAD RESEARCH CENTER

FISK UNIVERSITY NASHVILLE, TENNESSEE

DR. CLIFTON H. JOHNSON — DIRECTOR

GASSNER NATHAN BROWNE SEABROOK — ARCHITECTS PLANNERS



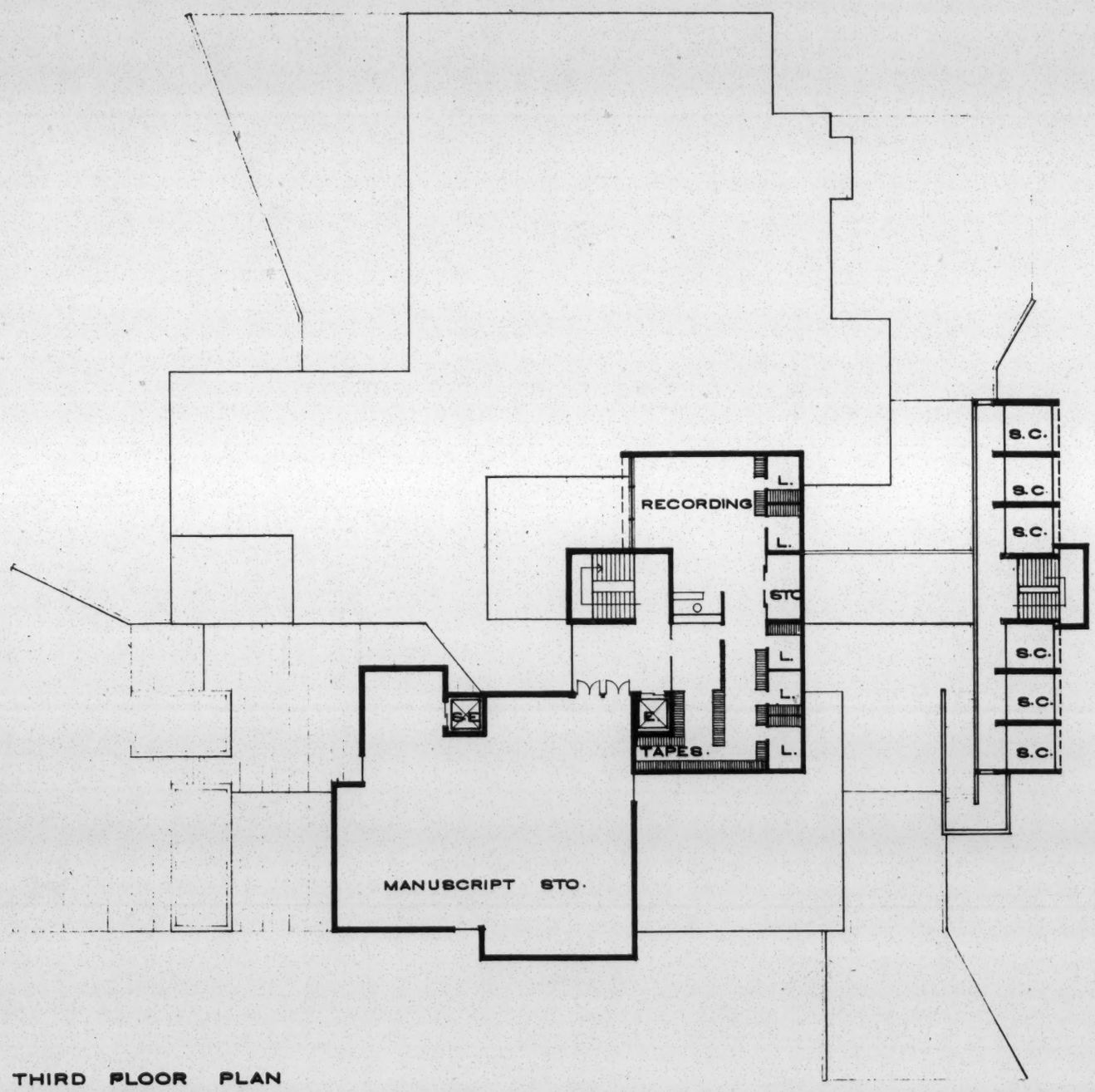

SECOND FLOOR PLAN

# AMISTAD RESEARCH CENTER

FISK UNIVERSITY NASHVILLE, TENNESSEE

DR. CLIFTON H. JOHNSON — DIRECTOR

GASSNER NATHAN BROWNE SEABROOK — ARCHITECTS PLANNERS



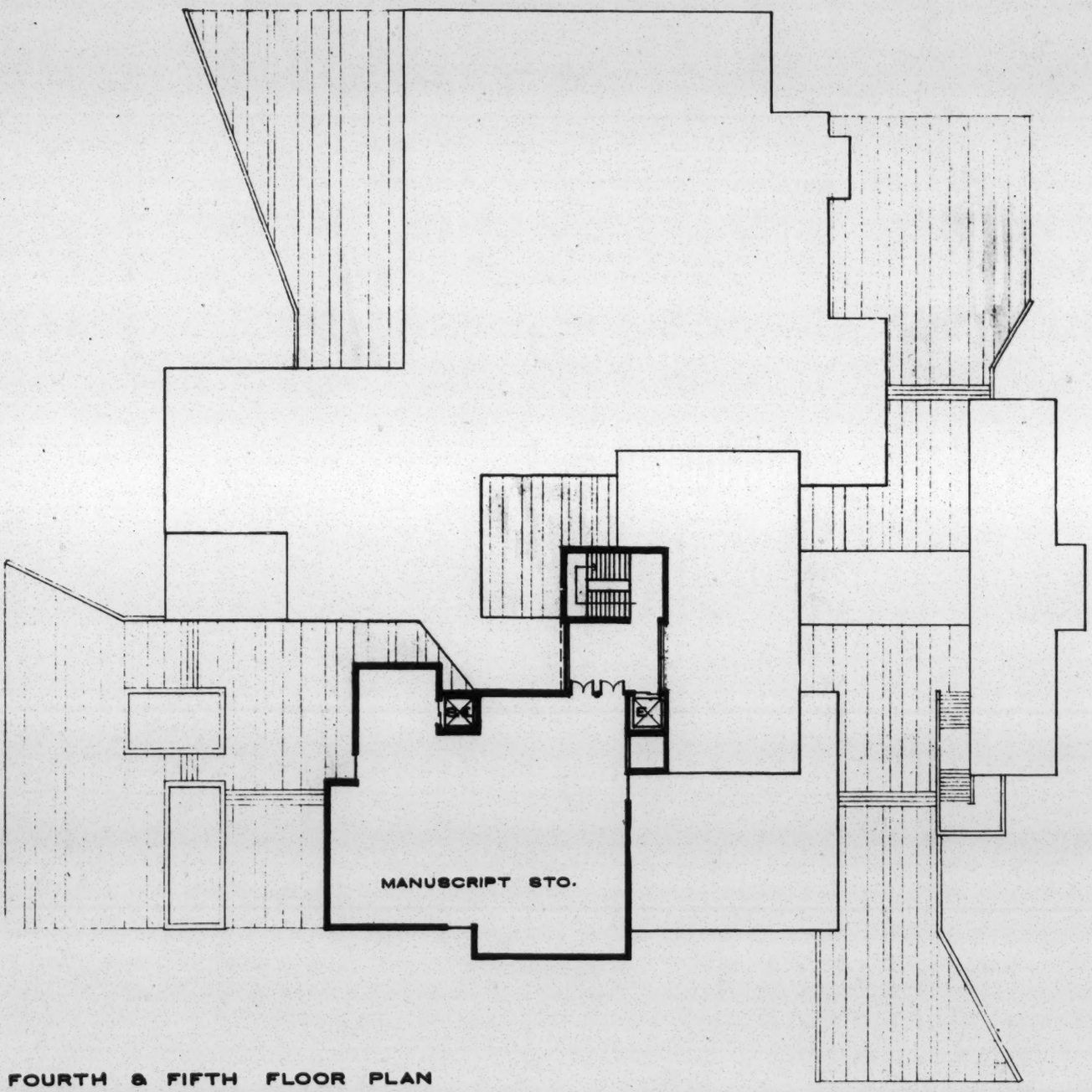

THIRD FLOOR PLAN

# AMISTAD RESEARCH CENTER

FISK UNIVERSITY NASHVILLE, TENNESSEE

DR. CLIFTON H. JOHNSON — DIRECTOR

GASSNER NATHAN BROWNE SEABROOK — ARCHITECTS PLANNERS




FOURTH & FIFTH FLOOR PLAN

# AMISTAD RESEARCH CENTER

FISK UNIVERSITY NASHVILLE, TENNESSEE

DR. CLIFTON H. JOHNSON — DIRECTOR

GASSNER NATHAN BROWNE SEABROOK — ARCHITECTS PLANNERS

AMISTAD RESEARCH FOUNDATION

DEVELOPMENT FUND

ADVANCE INFORMATION

September 29, 1953

Mr. Herman Long
Race Relations Institute
Fisk University
Nashville, Tenn.

Dear Herman:

Pleased to flip the pages of this and do something about getting it used by local discussion groups.

Sincerely,

George S. Mitchell,
Executive Director

GSM/allo
enclosure

**RACE RELATIONS DEPARTMENT**
AMERICAN MISSIONARY ASSOCIATION DIVISION
BOARD OF HOME MISSIONS, CONGREGATIONAL CHRISTIAN CHURCHES
FISK UNIVERSITY OFFICE
NASHVILLE 8, TENNESSEE

HERMAN H. LONG, DIRECTOR

RECEIVED
OCT 8
Southern Regional Council

October 7, 1953

Dr. George S. Mitchell
Executive Director
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear George:

This is to send a belated but none the less hearty thanks for sending me a copy of your most recent publication "The Schools and the Courts" as this is a very thoughtful and kindly move on the part of you and your staff, for it is just the kind of material needed by the press and local discussion groups concerned with this problem.

Probably the best way that we can use it is to promote it among the Congregational and Christian Churches in the South. I am writing a note to Galen Weaver suggesting that he build a discussion program with the Churches around the use of this pamphlet. At the same time, I would appreciate it if you would send 150 copies to our office and bill us for the same. We will send these out as enclosures in correspondence which we will have with people in the South and elsewhere.

Best of wishes.

Sincerely yours,

Herman

Herman H. Long

HHL:ma

Sent 10/12/53
Billed $18.00
P. 654

October 13, 1953

Mr Herman H Long, Director
Race Relations Department
Fisk University
Nashville 8, Tennessee

Dear Herman:

A thousand thanks for getting the 150 copies of Questions and Answers and for writing to Weaver.

The booklet is going well.

We have done a follow-up which I suppose will not sell as well but which should be useful for groups that have begun a discussion with the first one. Here is a copy.

Sincerely yours,

George S Mitchell
Executive Director

gsm-t
enclosure

# NATIONAL ASSOCIATION OF INTERGROUP RELATIONS OFFICIALS

565 NORTH ERIE STREET

TOLEDO 2, OHIO

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Jewish Community Relations Council
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CORNEFF TAYLOR
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EAST
MILDRED MAHONEY
Massachusetts Fair Employment Practice Commission
Boston, Mass.
SOUTH
GEORGE S. MITCHELL
Southern Regional Council
Atlanta, Ga.

RECEIVED
DEC 10
Southern Regional Council

Box 53, Social Science Bldg.
University of Chicago
Chicago 37, Ill.

Dear Friend:

The National Association of Intergroup Relations Officials and the Committee on Education, Training and Research in Race Relations of the University of Chicago invite you to participate in the Second Conference on Research in Intergroup Relations to be held at the University of Chicago December 28-30, 1953.

The Conference is made possible by a grant from the Field Foundation to NAIRO. The University's Committee are serving as hosts.

The Conference is planned to help intergroup relations practitioners conceptualize their professional problems in the terms used by the social sciences and to provide them with the more important findings of social research as a criterion for evaluating their practice, and, on the other hand, to give researchers closer acquaintance with the experience of intergroup relations agencies as a practical check on their concepts and theories. A copy of the program is enclosed.

For those who wish accommodations on campus, single rooms are available at $2.25 per night at International House, 1414 East 59th Street.

If you plan to attend, please fill out the enclosed form and return it as soon as possible to Miss Helen E. Amerman, Research Conference Coordinator, Box 53, Social Science Building, University of Chicago, Chicago 37, Illinois.

Sincerely yours,

Herman Long

Herman Long
Chairman, Research Conference
Planning Committee

PROGRAM

SECOND CONFERENCE ON RESEARCH IN INTERGROUP RELATIONS
December 28-30, 1953, University of Chicago

Sponsored by
The National Association of Intergroup Relations Officials
and
The Committee on Education, Training and Research in Race Relations
of the University of Chicago
on the basis of a grant from
The Field Foundation

* * *

| | | |
|---|---|---|
| MONDAY, December 28 | 8:30 A.M. (Lobby, Social Science Bldg.) | Registration for Conference |
| | 9:00 A. M. (122 Social Science Bldg.) | Chairman: To be announced<br><br>An Analysis of the 1953 NAIRO Conference<br>Isidor Chein, Department of Psychology, New York University<br>John P. Dean, Department of Sociology and Anthropology, Cornell University<br><br>Discussants: Charles Livermore, Executive Director, Buffalo Board of Community Relations<br>(Second discussant to be announced.) |
| | 1:30 P.M. (122 Social Science Bldg.) | Chairman: To be announced<br><br>Population Trends and Intergroup Relations<br>Ronald Freedman, Department of Sociology, University of Michigan<br><br>Discussants: To be announced. |
| | 8:30 P.M. (Quadrangle Club) | Reception for Conference Registrants |
| TUESDAY, December 29 | 9:00 A.M. (122 Social Science Bldg.) | Chairman: Charles E. Howell, Illinois Commission on Human Relations<br><br>The Structure and Dynamics of the Community<br>Floyd Hunter, School of Social Work, University of North Carolina<br><br>Discussants: Joseph Lohman, Department of Sociology, University of Chicago<br>(Second discussant to be announced.) |

TUESDAY, December 29 (Contd.) 1:30 P.M. (122 Social Science Bldg.)

Chairman: Donald T. Campbell, Department of Psychology, Northwestern University

Personality and Intergroup Relations
Gardner Murphy, Director of Research, The Menninger Foundation.

Discussants: Muzafer Sherif, Department of Psychology, University of Oklahoma
(Second discussant to be announced.)

6:30 P.M. (Quadrangle Club)

Conference Banquet

Chairman: Herman R. Long, Director Race Relations Department, American Missionary Association

The Status of Research in Intergroup Relations: Recent Trends and Present Needs
Robin M. Williams, Jr., Director, Social Science Research Center, Cornell University

WEDNESDAY, December 30 9:00 A.M. (122 Social Science Bldg.)

Chairman: Herbert Thelen, Director, Human Dynamics Laboratory, Department of Education, University of Chicago

Assessing the Techniques for Action: Mass Media of Communication, Group Dynamics, Intergroup Contact Projects
Marc Vosk, Director, Scientific Research Department, American Jewish Committee

Discussants: Edward G. Olsen, Education Director, Chicago Region, National Conference of Christians and Jews
(Second discussant to be announced.)

1:30 P.M. (122 Social Science Bldg.)

Chairman, William R. Ming, Jr., National Legal Committee, National Association for the Advancement of Colored People

Assessing the Techniques for Action: Community Organization, Legislative Campaigns and Litigation, Changing Administrative Policy (Both Private and Governmental)
Arnold Aronson, National Community Relations Advisory Committee

Discussants: Bernard Ross, Department of Social Work, Michigan State College

PAGE PARTIALLY ILLEGIBLE

SECOND CONFERENCE ON RESEARCH IN INTERGROUP RELATIONS
December 28-30, 1953
University of Chicago
Chicago, Illinois

Miss Helen E. Amerman
Research Conference Coordinator
Box 53, Social Science Building
University of Chicago
Chicago 37, Illinois

Dear Miss Amerman:

I plan to attend the Second Conference on Research in Intergroup Relations (Registration fee of $2.00 payable at the Conference). ____

Please reserve a ticket to the Conference Banquet, Tuesday, December 29, at 6:30 PM, at the Quadrangle Club--Price, including tip, $4.00 (Payable at the Conference). ____

Please reserve a room for me at International House ($2.25 per night; no reservations available for the night of December 30). ____

I plan to arrive on campus at ____ AM/PM on _____ (Date)

I plan to leave the campus at ____ AM/PM on _____ (Date)

NAME _____ _____

TITLE _____

ORGANIZATION _____

STREET ADDRESS _____

CITY, ZONE, AND STATE _____

February 3, 1954

Mr. Herman Long
Race Relations Institute
Fisk University
Nashville, Tennessee

Dear Herman:

Why not convert this year's Institute into a conference on how to desegregate the schools?

Sincerely,

George S. Mitchell
Executive-Director

GSM:hh

cc: Miss Georgine Lovecky
John Hay Whitney Fund
17th Floor
30 Rockefeller Plaza
New York, N. Y.

**RACE RELATIONS DEPARTMENT**
AMERICAN MISSIONARY ASSOCIATION DIVISION
BOARD OF HOME MISSIONS, CONGREGATIONAL CHRISTIAN CHURCHES
FISK UNIVERSITY OFFICE
NASHVILLE 8, TENNESSEE

HERMAN H. LONG, DIRECTOR

March 12, 1954

RECEIVED
MAR 13 1954
Southern Regional Council

Dr. George S. Mitchell
Executive Director
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear George:

This is a belated "thanks" for your note of February 3rd containing the suggestion that we convert this year's Institute into a conference on how to desegregate the schools. I have been away from the city for the last six weeks on a community self-survey in Baltimore, and this is my first opportunity to write.

Our plans for the Institute this year are already under way but we are planning to concentrate our entire discussions on the matter of desegregation, emphasizing the "How you do it" approach. Of course, we do not know how to accomplish desegregation, but propose to take full advantage of the experiences which some communities are beginning to have with the process.

With best of wishes,

Sincerely yours,

Herman

Herman H. Long

RACE RELATIONS DEPARTMENT
AMERICAN MISSIONARY ASSOCIATION
BOARD OF HOME MISSIONS
CONGREGATIONAL AND CHRISTIAN CHURCHES
FISK UNIVERSITY, NASHVILLE, TENNESSEE
June 27 - July 9, 1955

TWELFTH ANNUAL INSTITUTE
OF RACE RELATIONS

Lecturers, Discussants and Consultants

Charles Abrams, State Rent Administrator, Temporary State Housing Rent Commission, of New York State

Arnold Aronson, National Community Relations Advisory Council, New York, New York

Mrs. Thelma W. Babbitt, Director, Job Opportunity Programs, American Friend Service Committee, Philadelphia, Pennsylvania

Lloyd H. Bailer, Labor Arbitration, New York, New York

Gary S. Becker, Department of Economics, University of Chicago

Thomas P. Bomar, Employee Relations Officer, Post Office Department, Washington, D. C.

Mrs. Margaret Just Butcher, Associate Professor of English, Howard University; Member of the District of Columbia Board of Education

Loftus Carson, Community Organizer, N.A.A.C.P.

Kenneth Clark, Assistant Professor of Psychology, City College of New York, Associate Director, Northside Center for Child Development

Verna Dozier, Public School Teacher, Washington, D. C.

Frank Graham, United Nations

Phillip Hammer, The Hammer Company, Atlanta, Georgia

John Hope II, Director of Industrial Relations, Race Relations Department, American Missionary Association Division, Board of Home Missions of the Congregational and Christian Churches

Frank Horne, Assistant to the Administrator, Housing and Home Finance Agency, Washington, D. C.

William S. Howland, Bureau Chief: Time Magazine

Marie Jahoda, Associate Director, Graduate School of Arts and Science, New York University

Houston R. Jackson, Assistant Superintendent, Department of Education, Baltimore, Maryland

Charles S. Johnson, President Fisk University; Director, Institute of Race Relations

Robert B. Johnson, Race Relations Consultant, Russell Sage Foundation

Frayser T. Lane, Associate Executive Secretary, The Chicago Urban League

Hylan Lewis, Department of Sociology, Atlanta University.

Herman H. Long, Director, Race Relations Department, American Missionary Association Division, Board of Home Missions of the Congregational and Christian Churches.

James A. Madison, National Recreation Association, New York, New York

Thurgood Marshall, Director and Counsel, N.A.A.C.P., Legal Defense and Educational Fund, New York, New York

Vernon McDaniels, Community Organizer, N.A.A.C.P.

Mrs. Portia Hill McDonald, School Teacher, Elkins, West Virginia

D'Arcy McNickle, Director, American Indian Development, National Congress of American Indians

A. C. Miller, Executive Director, The Christian Life Commission, Southern Baptist Convention

Clarence Mitchell, Director, Washington Bureau, N.A.A.C.P.

George S. Mitchell, Executive Director, Southern Regional Council, Atlanta, Georgia

The Honorable James P. Mitchell, Secretary of Labor, U. S. Department of Labor, Washington, D. C.

Irene Osborne, Washington Representative, Community Relations Program, American Friends Service Committee

Elinor Pancoast, Department of Economics, Sociology and Anthropology, Goucher College, Baltimore, Maryland

E. H. Parrish, The University of Louisville, Louisville, Kentucky

Evelyn Roberts, Public School Teacher, St. Louis, Missouri

Fred B. Routh, Southern Regional Council, Atlanta, Georgia

James A. Scott, Director of Education, Board of Education of the City of St. Louis

Clarence Senior, Chief, Migration Division, Department of Labor, Commonwealth of Puerto Rico

Lillian Smith, Author: Strange Fruit; Killers of the Dream; Now is the Time, etc., Clayton, Georgia

George Snowden, Consultant, Federal Housing Agency, Washington, D. C.

W. W. Trent, State Superintendent of Free Schools, Charleston, West Virginia

William J. T. Wallace, President, West Virginia State College, Institute, West Virginia

Galen R. Weaver, Church and Race Office, Race Relations Department, American Missionary Association Division, Board of Home Missions of the Congregational and Christian Churches, New York, New York

Robert C. Weaver, Director of Housing, Executive Department, State of New York, Temporary State Housing Rent Commission

Mary Wildman, Public School Teacher, Morgantown, West Virginia

M E M O R A N D U M

To: Members of the Institute of Race Relations.
From: Race Relations Department, American Missionary Association, Fisk University.
Re: Clinic reports, roster of lecturers, discussants and consultants, a correction to be noted, and an omission.

Enclosed you will find:

Summary reports of the findings of the Employment and Community clinics as read on Saturday, July 9, 1955.

Mimeographed copies of the findings of the Church and Race clinic were passed out at the time the report was read. If, however, you did not receive a copy and would like to have one, it can be supplied.

The roster of the lecturers, discussants and consultants.

Correction to Be Noted

On page 8, paragraph 5 of Dr. Charles S. Johnson's Introductory Statement, "Equity and Eventualism", it should read:

".... the urban population increased by eighty per cent...." instead of eight per cent.

Omission to Be Noted

On the Roster of Registered Membership passed out while the Institute was in session the name of one member was omitted:

McCabe, Mrs. Wilbert, 1026 North 43rd Street, Philadelphia 4, Pennsylvania.

July 11, 1957

Dr. Herman Long
Race Relations Department, AMA
Fisk University
Nashville, Tennessee

Dear Herman:

It was a pleasure having some small part in the program of the Race Relations Institute. I only wish I could have stayed longer - to listen instead of talk.

My expenses were as follows:

| | |
|---|---|
| Airplane Fare ..... | $31.02 |
| Limosine and Taxi ..... | 4.15 |
| Total: | $35.17 |

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

July 18, 1957

Dr. Herman Long
Department of Race Relations
Fisk University
Nashville 8, Tennessee

Dear Dr. Long:

This letter is of dual purpose - first, and to me most important, I would like to thank you and the other members of the staff of the Department of Race Relations for making attendance at the Fisk Race Relations Institute possible for me and for the many others who benefited as greatly as I did by such an experience. I wanted a chance to express my gratitude personally, but unfortunately my travel arrangements made it necessary for me to leave shortly before the final session of the Institute concluded. I hope to attend the Institute again next year, accompanied, perhaps, by several other Atlantans who are very interested and enthusiastic about your program. Thank you once again.

Secondly, Emory Via (on vacation this week) has asked me to determine if mimeographed copies of your summary of the Institute presentations are available. If they are, and if it is possible for you to handle such a large request, we would appreciate your forwarding forty copies of this summary to Emory in care of this office.

I'm looking forward to next summer's two weeks (next time) at Fisk.

Sincerely,

Marge Manderson
Research Assistant

August 20, 1957

Dr. Herman H. Long, Director
Race Relations Department
Fisk University
Nashville, Tennessee

Dear Herman:

Your kind letter about my participation in this year's Institute and your check for travel expenses and the handsome honorarium came while I was on vacation. I deeply appreciate them both.

I have heard nothing but praise of the Institute. You and the other staff members have every reason to feel proud of your accomplishment.

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

**RACE RELATIONS DEPARTMENT**
AMERICAN MISSIONARY ASSOCIATION DIVISION
BOARD OF HOME MISSIONS, CONGREGATIONAL CHRISTIAN CHURCHES
FISK UNIVERSITY OFFICE
NASHVILLE 8, TENNESSEE

HERMAN H. LONG, DIRECTOR

July 23, 1957

Mr. Harold Fleming, Director
Southern Regional Council
Atlanta, Georgia

Dear Harold:

Each year our Institute ends with resolutions and praise for the stimulating experience which our two-week Institute provides, and this year was no exception.

Your very able presentation at our fourteenth annual Institute of Race Relations provided a frame of reference against which our Institute members were able to interpret more intelligently and meaningfully materials presented in subsequent Institute sessions.

We are grateful indeed to you that you took time out of your busy schedule to share your thinking with us in what we believe to be one of the real social engineering ventures in the South to day. Thank you for helping to make it so.

CR 8/85-1
7/31/57
RHA

Enclosed herewith you will find a check covering transportation and a modest honorarium.

The members of the Institute staff join me in my thanks and extended good wished to you.

Sincerely yours,

Herman

Herman H. Long

HHL:rmd

States: Tennessee

October 18, 1957

Dr. Herman H. Long, Director
Race Relations Department
Fisk University Office
Nashville 8, Tennessee

Dear Herm:

Thanks for your "off the record" letter of October 11 asking about the possibilities of affiliation between the Nashville Conference and the Tennessee Council. Actually this is a matter for negotiation between the members of the respective organizations, but of course we are anxious to help in any way possible. It should be understood that the Tennessee Council is now an autonomous group no longer officially affiliated with SRC.

We are prepared to grant up to $3,000 for the 1957-58 fiscal year to the Tennessee Council. One stipulation upon which we insist is that any group to whom we grant money include in their by-laws the following paragraph: "No substantial part of the activities of this organization shall be the carrying on of propaganda or otherwise attempting to influence legislation or engaging in any form of political activity."

Such a statement would have to be included in the by-laws of any group seeking to affiliate with the Tennessee Council if it were to receive funds from SRC. Further, the by-laws of the Nashville Conference should be compatible with the by-laws of the Tennessee Council; this would of course include purposes, goals, and methods of operation.

It would probably be desirable for the Nashville Conference to keep its own name and identity and provide for joint membership with the Tennessee Council. Listed below are three alternative possibilities for such joint membership:

1. Five dollar membership with $1.00 going to the local; $2.00 to the state; and $2.00 for New South.

2. Five dollar membership with $2.00 going to the local and $3.00 to the state. New South $2.00 extra (optional).

3. Seven-fifty membership with $2.50 going to the local; $3.00 to the state; and $2.00 for New South.

Dr. Herman H. Long October 18, 1957

Since the office of the Tennessee Council will be maintained in Nashville a substantial part of the time of the state executive director could be devoted to work with the local affiliate, the Nashville Conference. Thus, monies going to the state would be like bread cast upon the waters for there would be a handsome return in the use of competent staff on the local level. Monies reserved to the Nashville Conference could be used for such purposes as the Board of that group might determine.

A group that is as well organised and is as strong as the Nashville Conference has a responsibility to the rest of the state to assist local affiliates in other communities organize and move ahead towards desegregation of their schools.

There has been some misunderstanding on the part of some people in Tennessee in that they feel they are struggling to do what we want them to do but the nasty old SRC won't give them money. Such has not been the case. For more than three years we have pleaded with local leadership to come together, form a Board and assume the responsibility for administering the affairs of the Tennessee Council. In our financial agreement with the Fund monies were provided for each state organization but they had to be used during a given fiscal year. At the close of each fiscal year sums not used by state organizations had to be allocated for other purposes. Much of this money was used to build interracial staffing in state organizations and to provide for extra services to state boards and staffs from the central office.

I hope this is helpful to you in your deliberations about what can be done in Tennessee. I have talked it over with Harold and with John and we are all anxious for something good to come out of Tennessee.

See you at the NAIRO conference in Kansas City if not before.

Best wishes.

Cordially,

Frederick B. Routh
Assistant Director

FBR:fcl

**RACE RELATIONS DEPARTMENT**
AMERICAN MISSIONARY ASSOCIATION DIVISION
BOARD OF HOME MISSIONS, CONGREGATIONAL CHRISTIAN CHURCHES
FISK UNIVERSITY OFFICE
NASHVILLE 8, TENNESSEE

HERMAN H. LONG, DIRECTOR

October 11, 1957

Mr. Fred Routh
Southern Regional Council
63 Auburn Avenue, N. E. -- Room 432
Atlanta 3, Georgia

Dear Fred:

I am writing you quite unofficially out of the context of some discussions which took place at the executive committee meeting of the Nashville Community Relations Conference. Dr. Hugh Morgan and Mr. Walter Sharp are members of that committee, along with myself and about five other persons. As you know, both Dr. Morgan and Mr. Sharp are officers of the new State Human Relations Council which is beginning to take definite shape. These two men, among others, are beginning to feel like split personalities, having to give their time and interest to both organizations. Accordingly, there is substantial feeling that there ought to be one instead of two organizations operating in this area. I think there is some chance now of moving in this direction without offending the loyalties of many of the local people who were hesitant about this a little earlier. The discussion yesterday was quite informal, and it has not even reached the stage of discussion by the Board of fifty members. However, the Board is meeting on the 8th of November, and the Executive Committee is meeting just before that; and I feel sure the matter will come up again.

If some plan of affiliation can be worked out whereby the local group maintains its identity and still has an organic tie with the State body, which at the present time is still much weaker than the local group, I think we can make progress. I am thinking generally in terms of the kind of affilation which would make it possible for a person to be a member of the Nashville Community Relations Conference and at the same time a member of the State Human Relations Council. This would probably a single annual dues with some portion of it going to the State body.

I had a chance to discuss this with John and he informs me that the situation involving the Dade County group and the Florida Council was similar, and that a highly satisfactory formula was worked out. If you have any memoranda or formal statements of affiliation which involve this experience,

please send them to me. If not, I would greatly appreciate your outlining in as specific detail as possible this plan.

Our local group is planning a membership campaign to begin in November which will have as a fairly realistic goal something around 2,000 members in the Nashville area. The group is stronger and more confident than it ever has been, and the leadership more convinced of itself and the kind of contribution it can make in this community. I understand that John will be in Atlanta the early part of next week, and I am sure that he will discuss this with you in more detail. In the meanwhile, anything that you can send me will be helpful. Please hold in mind that this inquiry is quite informal. I have no authority from the Executive Committee to take this initiative. I propose to send a memorandum to the Executive Committee when I have the information from you.

If I do not see you at any time in the near future, I am looking forward to our annual get-together at the NAIRO conference in Kansas city.

Heartiest and best wishes.

Sincerely yours,

Herman H. Long

February 20, 1958

Dr. Herman H. Long
Director
Race Relations Department
Fisk University
Nashville 8, Tennessee

Dear Herm:

Many thanks for the list of interracial facilities. We are beginning to get an impressive number of replies to that memo and I believe that the inventory of places will be helpful to all of us who work in the South.

Warm personal regards.

Cordially,

Frederick B. Routh
Assistant Director

FBR:fcl

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*Send the following message, subject to the terms on back hereof, which are hereby agreed to*

May 27, 1958

Mr. HERMAN LONG
RACE RELATIONS DEPARTMENT
FISK UNIVERSITY
NASHVILLE, TENNESSEE

SEND 100 MORE COPIES OF INSTITUTE FOLDER. THANKS.

Emory F. Via

Rcd 6/18/58

ack 6/30/58


**RACE RELATIONS DEPARTMENT**

AMERICAN MISSIONARY ASSOCIATION DIVISION
BOARD OF HOME MISSIONS, CONGREGATIONAL CHRISTIAN CHURCHES

FISK UNIVERSITY OFFICE
NASHVILLE, TENNESSEE

HERMAN H. LONG, DIRECTOR

JOHN HOPE, II
DIRECTOR OF INDUSTRIAL RELATIONS


June 18, 1958

Mr. Harold Fleming
Executive Director
Southern Regional Council
63 Auburn Avenue, N. E. -- Room 132
Atlanta 3, Georgia

Dear Harold:

I deeply appreciate your willingness to share in the 15th Annual Race Relations Institute as a speaker on the program for Wednesday, July 9th, on the subject of "Negro Registration and Voting in the South." It was very generous and helpful for you to encourage the participation of the staff of the Council and to arrange for the presence of some of them during the second week's program.

You will be interested to know that the program which we have planned for Wednesday, July 9th, is quite complete. You will make the first and basic presentation on the status of Negro voting and registration, with such mention as you may wish to related matters. Following this, during the second half of the morning, Dr. Lewis W. Jones has agreed to present the Tuskegee, Alabama situation as a type situation. Dr. Ira Reid will speak at the evening session.

The subject which we have asked Ira Reid to speak on should be quite provocative, and I think it falls into context with the whole concentration on the voting issue. We have asked him to speak on the whole issue of Negro leadership in the present crisis and to make such application as he may wish to the importance of this leadership in the unfolding of the democratic process. We are reserving an additional opportunity for Dr. Reid to speak on Thursday morning as well.

We will reserve housing space for you on the campus. If you can let me know ahead of time when you plan to arrive, it will help a great deal. Also, if you have available in your files any publicity materials or pictures, this will greatly facilitate our publicity coverage.

Looking forward to you visit, and with heartiest thanks,

Sincerely yours,

Herman

Herman H. Long

RACE RELATIONS DEPARTMENT
AMERICAN MISSIONARY ASSOCIATION DIVISION
BOARD OF HOME MISSIONS, CONGREGATIONAL CHRISTIAN CHURCHES
FISK UNIVERSITY OFFICE
NASHVILLE, TENNESSEE

HERMAN H. LONG, DIRECTOR

JOHN HOPE, II
DIRECTOR OF INDUSTRIAL RELATIONS

June 27, 1958

Mr. Harold Fleming
Executive Director
Southern Regional Council
63 Auburn Avenue, N.E. — Room 432
Atlanta 3, Georgia

Dear Mr. Fleming:

We have reserved a room for you at Boyd House — Corner 16th Avenue, North, and Meharry Boulevard.

If you can, please let us know the time of your arrival in Nashville. It will be convenient for you to take a taxi to the Fisk campus and give the name of the building where you are to be housed. The enclosed "Institute Blue Book" carries information as to building addresses and telephone numbers. Our office telephone is CHapel 2-3396.

With best wishes and appreciation,

Sincerely yours,

Herman H. Long

Herman H. Long

VIA AIR MAIL June 30, 1958

Mr. Herman H. Long
Department of Race Relations
Fisk University
Nashville, Tennessee

Dear Herman:

Thanks for your letter confirming my part on the program of the Institute next Wednesday, July 9. I am not sure at this moment whether I will arrive Monday evening or Tuesday morning, but it looks as though it will be the former.

I hope the Institute is off to a good start and I will look forward to seeing you next week.

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

July 8, 1958

Dr. Herman Long, Director
Race Relations Department
American Missionary Association
Fisk University
Nashville, Tennessee

Dear Herman:

Thanks so much for your aid and interest in making our second Labor Seminar held in conjunction with the Fisk Institute on Race Relations a successful endeavor. The attendance was slim this year, although we had a total of twenty labor persons in the seminar sessions, but the level of participation was high. We are grateful to Fisk and to the Race Relations Department for the facilities and program provided.

By fall I hope to talk with you and/or John regarding possible future programs. I trust that the second week of the Institute proceeded in fine style.

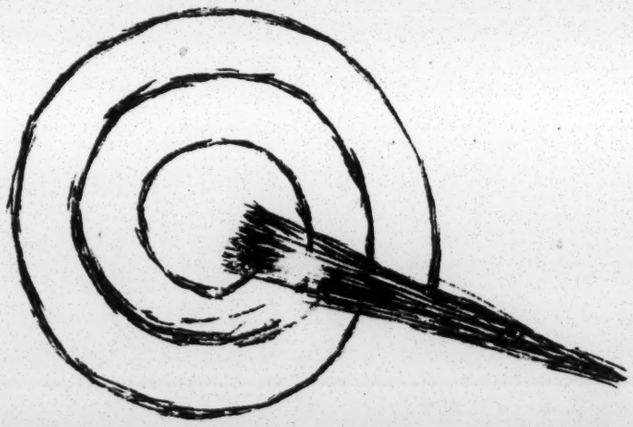
Best personal wishes.

Sincerely,

Emory F. Via
Labor Consultant

EFV:ls

JG CH-2-1025



# 15th

PROGRAM SCHEDULE

ANNUAL INSTITUTE OF RACE RELATIONS

June 30 - July 12, 1958

Race Relations Department
American Missionary Association
Board of Home Missions, Congregational Christian Churches
Fisk University
Nashville, Tennessee

7BR

RACE RELATIONS DEPARTMENT
AMERICAN MISSIONARY ASSOCIATION
BOARD OF HOME MISSIONS
CONGREGATIONAL AND CHRISTIAN CHURCHES
FISK UNIVERSITY, NASHVILLE, TENNESSEE
June 30 - July 12, 1958

FIFTEENTH ANNUAL INSTITUTE
OF RACE RELATIONS

ROSTER

Lecturers, Discussants and Consultants

Bryan, Dr. MacLeod, School of Religion, Wake Forest College, Winston-Salem, North Carolina.

Burma, Dr. John A., Division of Social Studies, Grinnell College, Grinnell, Iowa.

Campbell, The Reverend Will D., Associate Executive, Division of Christian Life and Work, Department of Racial and Cultural Relations, National Council of Churches, 1716 West End Avenue, Nashville, Tennessee.

Carmichael, Dr. Omer, Superintendent, Louisville Public Schools, Administration Building, 506 West Hill Street, Louisville 8, Kentucky.

Christopher, Paul R., AFL-CIO Region VIII Director, 216 Flatiron Building, Knoxville 17, Tennessee.

Dodson, Dr. Dan, Center for Human Relations and Community Studies, School of Education, New York University, Washington Square, New York 3, New York.

Fleischman, Director, National Labor Service, 386 Fourth Avenue, New York 16, New York.

Fleming, Harold, Executive Director, Southern Regional Council, Room 432, 63 Auburn Avenue, N.E., Atlanta 3, Georgia.

Johnson, Dr. Robert B., Director of Research, The National Council of Christians and Jews, 43 West 57th Street, New York 19, New York.

Jones, Dr. Lewis Wade, Division of Social Science Research, Tuskegee Institute, Tuskegee Institute, Alabama.

Lawson, The Reverend James, National Council of Churches, 1716 West End Avenue, Nashville, Tennessee.

Lee, The Reverend Carleton, Director, Religious Activities, Central State College, Wilberforce, Ohio.

Marcus, The Reverend, Christian Council for Social Action, United Church of Christ, 2969 W. 25th Street, Cleveland, Ohio.

Marshall, Thurgood, Director-Counsel, NAACP Legal Defense and Educational Fund, 10 Columbus Circle, New York 19, New York.

Oliver, William H., Co-Director, UAW Fair Practice and Anti-Discrimination Department, 8000 E. Jefferson Street, Detroit 14, Michigan.

Parrish, Dr. Charles H., Professor of Sociology, University of Louisville, Louisville, Kentucky.

Robison, Joseph B., Senior Staff Counsel, Commission on Law and Social Action, American Jewish Congress, Stephen Wise Congress House, 15 East 84th Street, New York 28, New York.

Routh, Frederick B., Assistant Director, Southern Regional Council, Room 432, 63 Auburn Avenue, N. E., Atlanta 3, Georgia.

Rutledge, Edward, Housing Director, State Commission Against Discrimination, 270 Broadway, New York 7, New York.

Segal, Ben, Director, Educational Department, IUE, AFL-CIO, 1126 Sixteenth Street, N.W., Washington 6, D.C.

Shoemaker, Don, Executive Director, Southern Education Reporting Service, 1109 Nineteenth Avenue South, Nashville 12, Tennessee.

Sobel, Dr. Irwin, Department of Economics, Washington University, St. Louis, Missouri.

Ryan, Major General Cornelius E., Executive Vice Chairman (United States Army, retired) The President's Committee on Government Contracts, Washington 25, D. C.

Taylor, Dr. Joseph T., Director of Program Development, The Flanner House, 333 West 16th Street, Indianapolis 2, Indiana.

Tilly, Mrs. M. E., Director of Woman's Work, Southern Regional Council, 1013 Highland View, N.E., Atlanta 6, Georgia.

Valien, Mrs. Bonita, Department of Social Science, Fisk University and Consultant, Southern Regional Council, 339 21st Avenue North, Nashville, Tennessee.

Via, Emory, Labor Consultant, Southern Regional Council. Room 432, 63 Auburn Avenue, N.E., Atlanta 3, Georgia.

7BR

RACE RELATIONS DEPARTMENT
AMERICAN MISSIONARY ASSOCIATION
BOARD OF HOME MISSIONS
CONGREGATIONAL AND CHRISTIAN CHURCHES
FISK UNIVERSITY, NASHVILLE 8, TENNESSEE
June 30 - July 12, 1958

FIFTEENTH ANNUAL INSTITUTE
OF RACE RELATIONS

ROSTER

Registered Membership

Alexander, Cloyd A., 5726 Pearl Street, Jacksonville 8, Florida. Organizer. Representative - American Federation of S.C. & M.C.

Allen, Bobbie, 2619 Stevens Street, Houston 26, Texas. Student, Fisk University.

Barnes, Clarence E., 605 Hyke Court, S.E., Canton, Ohio (Office 819 Liberty Avenue, Canton 7, Ohio). Social Worker (Urban League).

Barner, Sophia, 2703 Morena Street, Nashville, Tennessee. Public School teacher.

Bello, Teodorina, 497 New Jersey Avenue, New York 7, New York. Early Childhood teacher, Public School 63, Brooklyn. Representative - Commonwealth Office of Puerto Rico.

Benson, Louise, 1396 Spring Avenue, Cumberland, Kentucky. Social Studies teacher, E. Benham High School, Benham, Kentucky.

Bohannon, Mrs. Aquilla G., 1023 8th Avenue, North, Nashville 8, Tennessee. Proofreader.

Bowmer, Nina Alice, Yosemite, Kentucky. Head of Business Education Department, Margaret College, Nazareth, Kentucky.

Bronson, Mrs. Edna B., 508 8th Avenue, South, Nashville 3, Tennessee. Director, Missionary Education, Sunday School Publishing Board.

Brown, Theodore E., 1731 S Street, N.W., (Office, 815 16th Street, N.W., Washington 6, D.C. Representative - AFL-CIO.

Boylan, Frankie M., 6622 South Vernon Avenue (Office, 4608 South Greenwood Avenue) Chicago 15, Illinois. Director of Community Service, Kenwood-Ellis Center.

Cheeks, Thomas M., 3461 North 16th Street (Office 820 E. Knapp Street) Milwaukee 6, Wisconsin. Teacher. Representative - Milwaukee Public Schools Committee on Human Relations.

Cole, Samuel, General Delivery, Tougaloo, Mississippi. Social Studies teacher, Summer Hill High School, Clinton, Mississippi.

Collier, Mrs. A. B., 1701 Scovel Street, Nashville 8, Tennessee. Housewife. Representative - AME Church.

Collins, Clifton, 2216 Booker Avenue, Charlotte, North Carolina. Social Studies teacher, West Charlotte High School.

Coman, Mrs. Lela Mae, 736 Center Place, S.W., Birmingham, Alabama. Social Studies teacher, Brighton High School, Brighton, Alabama.

Cowart, W. C., 1840 Hillsdale Drive (Office, 63 Auburn Avenue, N.E.,) Atlanta, Georgia. Director, Georgia Council of Human Relations. Representative - Georgia Council of Human Relations.

Crawford, Calvin C., 1019 Lyle Street, Reidsville, North Carolina. Social Studies teacher, Booker T. Washington High School.

Crowder, Earl A., 239 Gardenia Drive (Office - 136½ South Second Street) Memphis, Tennessee. Labor representative. Representative - United Steel Workers of America.

Dabbs, J. M., Mayesville, South Carolina. Farmer and writer.

Dabbs, Mrs. J. M., Mayesville, South Carolina. Secretarial work. Housewife.

Davis, Earl, Clay Street, Richmond, Virginia. Representative - Committee on Political Education, AFL-CIO.

Dennis, Mrs. Della C., 32 Maude Street, Chattanooga, Tennessee. Social Studies teacher, Howard High School, Chattanooga, Tennessee.

Dillon, Wallace L., P. O. Box 231, Hollandale, Mississippi. Social Studies teacher, Simmons High School, Hollandale, Mississippi.

Dixon, Mrs. Theresa P., 604 Beasley Street, Huntsville, Alabama. Social Studies teacher, East Highland High School, Sylacauga, Alabama.

Dyer, Mrs. Marilyn A., Rt. 2, Box 346, Gainesville, Florida. Housewife.

Ervin, Louis H., 1527 Cumberland Street, St. Paul, Minnesota. (Office - 1224 Metropolitan Building, Minneapolis 1, Minnesota). Executive Director, Minneapolis Fair Employment Practice Commission.

Everette, Eva R., P. O. Box 327, Graham, North Carolina. Teacher.

Fairfax, Jean, c/o American Friends Service Committee, 20 South 12th Street, Philadelphia 7, Pennsylvania. National Representative for Southern Programs. Representative - American Friends Service Committee.

Fields, Emma L., P. O. Box 231, Hobgood North Carolina. Social Studies teacher, Shaw High School, Stovall, North Carolina.

Gardner, Mrs. Pauline R., 1247 Cleveland, Wichita, Kansas. Property Manager. Representative - Community Committee on Social Action.

Galvan, Dorothy, 276 Montana Road, Grand Junction, Colorado.

Garrison, Machion Samuel, Jr., 239 West Lake Avenue - #427 (Office, 63 Auburn Avenue, N.E.) Atlanta, Georgia. Human Relations Agent (Internship program). Representative - Southern Regional Council.

Garvey, John, 825 Penfield Street, New York, New York (Office, 508 Exchange Building, Nashville 3, Tennessee). Field Representative. Representative - International Union of Electrical, Radio and Machine Workers, AFL-CIO.

Gates, Jane P., 508 Greene Street, Cumberland, Maryland. Social Studies teacher, South West Brooks High School, Prince Frederick, Maryland.

Gray, Clarice A., Talladega College, Talladega, Alabama. Student, Fisk University.

Griswold, Nat R., 1220 W. Capitol, Little Rock, Arkansas. Director. Representative - Arkansas Council on Human Relations.

Hall, Mrs. Catherine R., 524 5th Avenue, N.W., Moultrie, Georgia. Social Studies teacher, Moultrie High School.

Hall, John Henry, 2275 Tiger Flowers Drive, N.W., Atlanta, Georgia (Office 253½ Luckie Street, N.W., Atlanta 14, Georgia. Field Representative, UPWA, AFL-CIO.

Hampton, Dorothy, 1503 Benehan Street, Raleigh, North Carolina. Consultant on Racial Relations. Representative - Christian Council on Social Action, United Church of Christ.
Reporter on Church & Religion Clinic

Hargrave, Mrs. Geraldine, 287 Silver Spring Circle, S.W., Atlanta 11, Georgia. Housewife.

Hawkins, Theodore R., Sr., 1403-B 3rd Street, North, Birminghan, Alabama. Social Studies teacher, Parker High School, Birmingham.

Holder, J. W., P. O. Box 507, Raleigh, North Carolina. Secretary-Treasurer, North Carolina AFL-CIO. Representative- North Carolina AFL-CIO.

Hollands, Irene M., 911 14th Avenue, South, Nashville 12, Tennessee. Teacher.

Holmes, Zimri S., P. O. Box 47, P. O. Box 47, Cambria, Virginia. Social Studies teacher, Christianburg Institute, Cambria, Virginia.

Hughes, Robert Epperson, Route 16, Box 1045 H, Birmingham, Alabama (Office, Room 1218 Comer Building, Birmingham). Executive Director, Alabama Council on Human Relations.

Hunt, Millard L., 1134 Pine Street, Philadelphia 7, Pennsylvania (Office, Philadelphia Fellowship Commission, 260 S. 15th Street, Philadelphia 2, Pennsylvania). NAIRO intern in intergroup relations.

Hurt, The Reverend John S., Jr., 3205 Perkins Road, Baton Rouge, Alabama. Chaplain, Baton Rouge General Hospital. Representative - National Council of Churches.

Ivey, Mrs. Fannie S., 106 South Washington, Sumter, South Carolina. Social Studies teacher, Lincoln High, Sumter.

Jackson, James O., 1300 Heidt Street - Apt. D, Columbia, South Carolina. Social Studies teacher, Booker T. Washington High School.

James, Clinton D., P. O. Box 113, Millbrook, Alabama. Social Studies teacher, J. E. Shepard High School, Zebulon, North Carolina.

Johns, Mrs. Hellyn B., 917 5th Avenue, South, Nashville 12, Tennessee. Retired Nashville city teacher. Representative - National Sorority of Phi Delta Kappa.

Johnson, The Reverend A. James, 1348 8th Avenue, East Moline, Illinois. Minister. Representative - Baptist General State Convention.

Johnson, Mrs. A. James, 1348 8th Avenue, East Moline, Illinois. Housewife.

Kelley, William V., 928 W. Meinicke Avenue, Milwaukee 5, Wisconsin (Office, 904 W. Vine Street). Social Work Executive. Representative - Milwaukee Urban League.

King, The Reverend Judson, Bricks, North Carolina. President, Franklinton Center, Inc.

Kinnard, Elmore Vance, 5370 Belvidere Street, Detroit 13, Michigan. Teacher.

Knox, Luesta Hall, 1206 Peachtree Street (Office, 63 Auburn Avenue, N.E.) Atlanta, Georgia. Representative - Georgia Council on Human Relations.

Kramer, Mrs. Henry, 1760 Portland, St. Paul 4, Minnesota (Office, 123 W. 5th Street, Zone 2. Educational Supervisor, St. Paul Council of Human Relations. Representative - St. Paul Council of Human Relations.

Laneuville, Alexander F. 1763 U Street, N.W. (Office, Vermont and H) Washington, D.C. Assistant to Administrator. Representative - Veterans Administration.

Lee, Carleton, Central State College, Wilberforce, Ohio. Director, Religious Activities.

Lisk, H.D., 110 W. 6th Street, Charlotte, North Carolina. Representative, TWUA. Representative - TWUA.

Ludi, Philip, 1001 Esperanza Drive, Belen, New Mexico. Superintendent of Schools. Representative - Schools.

Lumpkin, Walter T., P. O. Box 224, Tuskegee, Alabama. Social Studies teacher, Westside Senior High School, Talladega, Alabama.

Mackie, Wade, 4815 Tulane Drive (Office 1608 Government Street) Baton Rouge, Louisiana. Director, American Friends Service Committee.

Marcus, The Reverend Chester L., 2969 W. 25th Street (Office 528 E. 109) Cleveland 8, Ohio. Minister. Representative - Christian Council for Social Action, United Church of Christ.

McCullar, Don, 4725 Pease, Houston 23, Texas. Organizer. Representative, American of Federation of State, County, and Municipal Employees, AFL-CIO.

McGuigan, James Edward, Jr., 1842 N. Lorraine, Wichita 14, Kansas. Student. Representative - Community Committee on Social Action.
Reporter for Employment clinic

Malloy, Dorine, RFD 1, Box 229, Raeford, North Carolina. Teacher.

Manderson, Marge, 1403 West Peachtree Street - Aptl 4 (Office - Southern Regional Council, Room 432, 63 Auburn Avenue, N.E., Zone 3) Atlanta, Georgia. Research Assistant.

Mead, Dr. John M., 338 Campore Place (Office, USPHS Hospital) Lexington, Kentucky. Physician.

Morrison, Martha, 2121 June Drive, Nashville 14, Tennessee. Student, Peabody College.

Moser, Frances H., 275 12th Street, N.E. - Apt. 19 (Office 41 Exchange Place, S.E.) Atlanta 9, Georgia. National Staff, Southern Region, Y.W.C.A.

Negron, Frank, 840 East 150 Street (Office, 88 Columbus Avenue) New York, New York. Community Organization. Representative - Commonwealth of Puerto Rico.

Owens, David, 314 Market Street, East St. Louis, Illinois. Juvenile Officer. Representative - Human Relations Committee.

Patton, The Reverend J. T., 1024 28th Avenue, North (Office, 1306 South Street) Nashville, Tennessee. Minister and Mortician.

Radford, Garry Hamilton, Jr., 917 S. 10th Street, Waco, Texas. Student, Fisk University. Student, Fisk University.

Richardson, The Reverend Joseph Nathaniel, Oakwood College, Huntsville, Alabama. Literature Evangelism.

Richter, E. W., 1717 Summitt Drive, West Lafayette, Indiana (Office, WBAA, Purdue University, Lafayette, Indiana). Radio Program Producer.

Roberts, Dennis L., 1009 Adeline Street, Montgomery 8, Alabama. Student, Talladega University.

Rodriguez, Raymond C., 4145 South Delaware, Englewood, Colorado. Factory worker. Representative - American GI Forum.

Roess, Mrs. G. Frederick, Winter Park, Florida. Housewife. Representative - Inter-racial Committee of Winter Park. 1201 Harding Street.

Royce, Clare, The Chestnut's Firhan, West Coventry, England. (Office, c/o Southern Regional Council, 63 Auburn Avenue, Atlanta 3, Georgia). Student.

Ryder, Morrison L., 806 Birch Street (Office 1023 William), Lansing, Michigan. Community Center Director.

Sandefur, Luleen, 1515 O'Neal Place - Apt. 7, Decatur, Georgia (Office, Southern Regional Council, 63 Auburn Avenue, N. E., Atlanta 3, Georgia). Secretary, Southern Regional Council.

Scott, Anna Belle, 4223 Enright Avenue - #401, St. Louis 8, Missouri. Teacher.

Sloan, James T., 3902 Aberdeen Avenue, Nashville 5, Tennessee. (Office, L. and N. Railroad). Locomotive Engineer.

Smedley, T. A., Office, 405 Kirkland Hall, Nashville 5, Tennessee. Faculty member, Vanderbilt Law School. Representative - Race Relations Law Reporter.

Smith, Ocie L., 934 Lee Street, Natchitoches, Louisiana. Social Studies teacher, Central High School.

Spearman, Alice N., 3401 Brookwood (Office 1745 Sumter Street - Room 104) Columbia, South Carolina. South Carolina Council on Human Relations.

Spight, Mrs. Ruby Delores, 413 W. Mitchell Road, Memphis 9, Tennessee. Teacher. Representative - Integration Service.

Tally, William E., Jr., 7483 Diven Street (Office 1050 W. Little Creek Road) Norfolk 5, Virginia. Student. Representative - Southern Area YMCA.

Taylor, Corneff, 1101 W. Capitol Drive (Office 811 N. Broadway) Milwaukee, Wisconsin. Executive Secretary. Representative - Milwaukee Commission on Human Rights.

Taylor, Joseph T., 1133 W. Fall Creek Parkway (Office, 333 W. 16th Street) Indianapolis 2, Indiana. Program Director, The Flanner House.

Terry, David C., 418 Emmitt Street, Madison, Tennessee. (Office, 309 Bridgeway Avenue, Old Hickory, Tennessee. International Representative. Representative - Textile Workers Union of America.

Thurman, John B., Jr., 405 Kirkland Hall, Vanderbilt University, Nashville 5, Tennessee. Research Associate. Representative - Race Relations Law Reporter.

Truitt, Mrs. Ernest W., P. O. Box 573, Graham, North Carolina. Homemaker. Representative - Christian Council for Social Action.

Turner, James E., 609 Edgewood Avenue (Office URW Building, Mill and High Street) Akron, Ohio. Director, Fair Practices Department, United Rubber Workers, AFL-CIO.

Vigil, Reuben, 921 Rio Grande Boulevard, N.W., Albuqurque, New Mexico. Teacher.

Weakman, G. D., 1405 Greenland Avenue (Office, 508 Exchange Building) Nashville 3, Tennessee. Representative. Representative- United Steelworkers of America.

West, Mrs. Verna P., 615 Mercer Avenue, Albany, Georgia. Social Studies teacher, J. W. Holley High School, Sylvester, Georgia.

White, Mrs. Geraldine B., P. O. Box 274, Sardis, Mississippi. Jeanes Supervisor, Panola County.

Whitehurst, Lilionteen, 420 Park Avenue, Rocky Mount, North Carolina. Social Studies teacher, Lincoln High School, Bessemer City, North Carolina.

Wiley, Barbara J., 617 N. 7th Street, Oxford, Mississippi. Social Studies teacher, Oxford Training High School.

Wiley, David M., P. O. Box 185, Yanceyville, North Carolina. Social Studies teacher, Caswell County Training School.

Wiley, Mrs. Mary G., P. O. Box 185, Yanceyville, North Carolina. Social Studies teacher, Caswell County Training School.

Williams, Mrs. Carolyn J., Fort Valley State College, Fort Valley, Georgia. Social Studies teacher, Hunt High School.

Williams, Mrs. Cora L., Box 366, Forrest City, Arkansas. Social Studies teacher, Lincoln High School.

Williams, H. S., 936 Mansfield Avenue, Nashville, Tennessee. (Office, 110 W. 6th Street, Charlotte, North Carolina. National Representative. Representative - Textile Workers Union of America, AFL-CIO.

Williams, Wm. K., 4241 s.W. 109 Court (Office 213 N.E. Second Avenue) Miami, 32, Florida. Executive Director, Florida Council on Human Relations.

Wilson, Cassell, Route 1, Box 214, Haw River, North Carolina. Textile Remnant Shop. Representative - Christian Council for Social Action.

Woods, Mrs. Hellen Barrie, 318 N. Whittier Avenue, Whittier, California. Housewife. Representative - Congregational Conference of Southern California and the Southwest.

Jones, Harry S., Yorkmont Road, Route 3, Charlotte, North Carolina (Office, 121 East 3rd Street). Executive Secretary, North Carolina Council on Human Relations. Representative - North Carolina Council on Human Relations.

Barr, Claudette A., Route 1, Box 35½, Nasmith, South Carolina. Fisk University Summer School student.

Bowe, Douglas D., 504 Ford Street, Greenville, North Carolina. Fisk University Summer School student.

Carter, Edward, 613 S. Stevens Street, Valdosta, Georgia. Fisk University Summer School student.

Cooper, Euzelia, 604 Malta Drive, Nashville, Tennessee. Fisk University Summer School student.

Disher, Mrs. Georgia, P. O. Box 546, Florence, South Carolina. Fisk University Summer School student.

Douglas, Doloris, 615 E. 5th Street, Chattanooga, Tennessee. Fisk University Summer School student.

Fields, Iva J., 257 Owens Street, Houston, Texas. Fisk University Summer School student.

Gregwor, Yvonne V., 7254 Prairie Avenue, Chicago, Illinois. Fisk University Summer School student.

Guscott, Masie H., Thompson Town, Jamaica, BWI. Fisk University Summer School student.

Howard, Mrs. Sylvia H., 1106 Burnett Street, San Antonio, Texas. Fisk University Summer School student.

Jackson, Stafford, Jr., 7016 Goss Street, Houston, Texas. Fisk University Summer School student.

Jones, Carolyn Yvonne, 1305 Caldwell Drive, Panama City, Florida. Fisk University Summer School student.

Lewis, Rose Narissia, 1407 Caldwell Avenue, Nashville, Tennessee. Fisk University Summer School Student.

Pryce, George C., 1900 Longfellow, Detroit, Michigan. Fisk University Summer School student.

Walker, Charlotte R., 1709 Windover Drive, Nashville, Tennessee. Fisk University Summer School student.

July 16, 1958

Mr. Herman Long
Race Relations Department
Fisk University
Nashville, Tennessee

Dear Herman:

It was rewarding, as always, to have a part in the Institute. Indeed all of us here benefited from it in various ways, and I only hope that the benefit was at least partly mutual.

My total expenses came to $41.50.

All the best to you and your able associates.

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

# RACE RELATIONS DEPARTMENT

AMERICAN MISSIONARY ASSOCIATION DIVISION
BOARD OF HOME MISSIONS, CONGREGATIONAL CHRISTIAN CHURCHES

FISK UNIVERSITY OFFICE
NASHVILLE, TENNESSEE

HERMAN H. LONG, DIRECTOR

JOHN HOPE, II
DIRECTOR OF INDUSTRIAL RELATIONS


July 24, 1958

Mr. Harold C. Fleming
Executive Director
Southern Regional Council
63 Auburn Avenue, N. E. -- Room 432
Atlanta 3, Georgia

Dear Harold:

I am enclosing a check which reimburses you for the expenses you had in coming to our Institute this summer. It includes a modest honorarium which is our feeble way of expressing thands for your substantial contribution to the Institute and for your interest in making it a valuable experience for all of us here.

We remain deeply indebted and grateful.

Most sincerely yours,

Herman

Herman H. Long

CR 81.50
hh
7/28/58
T. 41.50
H. 40.00

RACE RELATIONS DEPARTMENT
AMERICAN MISSIONARY ASSOCIATION DIVISION
BOARD OF HOME MISSIONS, CONGREGATIONAL CHRISTIAN CHURCHES
FISK UNIVERSITY OFFICE
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HERMAN H. LONG, DIRECTOR

JOHN HOPE, II
DIRECTOR OF INDUSTRIAL RELATIONS

August 1, 1958

Mr. Emory Via
Southern Regional Council
Room 432
63 Auburn Avenue, North East
Atlanta 3, Georgia

Dear Emory:

It was most generous of you to give your interest and time to our 15th Race Relations Institute here at Fisk University this summer. Your presence and the contribution you made in the seminar and clinic sessions meant a great deal to our members. These annual meetings provide an opportunity for all of us to get some perspective on our own experience, as well as share ideas with others. You helped to make this exchange meaningful, and we shall always be indebted to you. Please know that you have our deepest thanks and gratitude.

Heartiest and best wishes,

Sincerely yours,

Herman

Herman H. Long

HHL:rtf

December 22, 1958

Dr. Herman L. Long
Race Relations Department
Fisk University
Nashville, Tennessee

Dear Herman:

Thank you for the invitation to meet with you and a group of others to discuss the format and operation of the annual Race Relations Institute. I deeply regret that I shall be unable to attend.

On December 26 I will be leaving the Council to accept a position in the School for Workers at the University of Wisconsin. It is with sense of real regret that I leave the Council and the South at this time, but due to a number of practical personal reasons, I felt it wise to accept the excellent offer made by the University.

Please know that I am deeply appreciative of the excellent work you are doing, and of the opportunity of knowing and working with you. I feel sure that under your leadership the annual Race Relations Institute will continue to make an invaluable contribution to the field of human relations.

With every good wish for the coming year,

Sincerely,

Emory F. Via

EFV:ls

**RACE RELATIONS DEPARTMENT**

AMERICAN MISSIONARY ASSOCIATION DIVISION
BOARD OF HOME MISSIONS, CONGREGATIONAL CHRISTIAN CHURCHES

FISK UNIVERSITY OFFICE
NASHVILLE, TENNESSEE

HERMAN H. LONG, DIRECTOR

JOHN HOPE, II
DIRECTOR OF INDUSTRIAL RELATIONS

December 20, 1958

Mr. Emory Via
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Emory:

At a recent staff meeting of our department, it was decided that it would be helpful if we could take a look at the general format, content and operation of our Annual Race Relations Institute, with a view toward arriving at any new ideas which might contribute to its increased effectiveness. We hoped that we could do this with the help of some of our friends who have shared in the Institute in past years. I am writing to ask your assistance in this effort.

In order for Galen Weaver of our New York Office and Dr. Wesley Hotchkiss, general secretary of the AMA Division to be present, we have set January 9 as the date for this discussion. We could begin at about 10:00 a.m. and probably finish early enough in the afternoon for you to get trains or planes (we hope) back to your homes.

It is an imposition to ask you to take this time and trouble to come, but I am sure that you know that this sharing of ideas and suggestions would be most helpful to us. We will gladly pay your travel expenses to Fisk and provide hospitality during your visit. And if you should need travel advances in order to come, we can send you an advance check. Please try and make it. Could you let me have some word as soon as possible? And if you need a travel advance, enclose a figure in your note to me.

With heartiest and best wishes for the Christmas season,

Sincerely yours,

Herman

Herman H. Long

December 29, 1958

Dr. Herman Long
Race Relations Department
Fisk University
Nashville, Tennessee

Dear Herm:

I see that my good secretary, Luleen Sandefur, has acknowledged receipt of your letter. Further more, she has committed me to replying. Hence, this letter.

Fortunately I am free on January 9, and will be glad to participate in the discussions of the AMA Division as it considers the general format, content, and operation of the Annual Race Relations Institute.

I do not need a travel advance, but will submit an expense account either at the conclusion of the sessions or upon my return to Atlanta.

With the very best of wishes for the new year,

Cordially yours,

Frederick B. Routh
Assistant Director

FBR:ls

December 22, 1958

Dr. Herman H. Long
Race Relations Department
Fisk University
Nashville, Tennessee

Dear Dr. Long:

This is to acknowledge receipt of your letter to Mr. Routh of December 20.

Mr. Routh is presently away from the office and will not return until December 29. Your letter will be called to his attention immediately upon his return.

According to Mr. Routh's calendar here in the office, it is very likely that he will be able to meet with you on January 9. However, you will receive a definite answer from him within a few days.

Sincerely,

Luleen Sandefur
Secretary to Mr. Routh

**RACE RELATIONS DEPARTMENT**
AMERICAN MISSIONARY ASSOCIATION DIVISION
BOARD OF HOME MISSIONS, CONGREGATIONAL CHRISTIAN CHURCHES
FISK UNIVERSITY OFFICE
NASHVILLE, TENNESSEE

HERMAN H. LONG, DIRECTOR

JOHN HOPE, II
DIRECTOR OF INDUSTRIAL RELATIONS

December 20, 1958

Mr. Fred Routh
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Fred:

At a recent staff meeting of our department, it was decided that it would be helpful if we could take a look at the general format, content and operation of our Annual Race Relations Institute, with a view toward arriving at any new ideas which might contribute to its increased effectiveness. We hoped that we could do this with the help of some of our friends who have shared in the Institute in past years. I am writing to ask your assistance in this effort.

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It is an imposition to ask you to take this time and trouble to come, but I am sure that you know that this sharing of ideas and suggestions would be most helpful to us. We will gladly pay your travel expenses to Fisk and provide hospitality during your visit. And if you should need travel advances in order to come, we can send you an advance check. Please try and make it. Could you let me have some word as soon as possible. And if you need a travel advance, enclose a figure in your note to me.

With heartiest best wishes for the Christmas season,

Sincerely yours,

Herman H. Long

January 12, 1959

Dr. Herman Long
Race Relations Department
Fisk University
Nashville, Tennessee

Dear Herm:

It was good to be with you at the evaluative session for the Race Relations Institute. It seemed to me we did some general thinking and evaluation and even made some specific suggestions.

Attached hereto is my expense account; hope you think my participation was worth this much. Please make the check payable to SRC.

Best regards.

Cordially,

Frederick B. Routh
Assistant Director

FBR:ls
Enclosure - 1 (expense account)

January 21, 1959

Dr. Herman Long
Race Relations Department
Fisk University
Nashville, Tennessee

Dear Herm:

Thanks for your letter of January 20 with the check for $39.43 reimbursing me for travel expenses incurred for the evaluative session on the Annual Race Relations Institute. Thanks, too, for the kind words about my participation.

Best regards.

Cordially,

Frederick B. Routh
Assistant Director

FBR:ls

# RACE RELATIONS DEPARTMENT

AMERICAN MISSIONARY ASSOCIATION DIVISION
BOARD OF HOME MISSIONS, CONGREGATIONAL CHRISTIAN CHURCHES

FISK UNIVERSITY OFFICE
NASHVILLE, TENNESSEE

HERMAN H. LONG, DIRECTOR

JOHN HOPE, II
DIRECTOR OF INDUSTRIAL RELATIONS


January 20, 1959

Dr. Fredrick B. Routh
Southern Regional Council
63 Auburn Avenue, North East
Atlanta, Georgia

Dear Fred:

CR rha 1/21/59

I am enclosing our check for $39.43, made payable at your request to the Council, as reimbursement for your travel expenses for our meeting on the Annual Race Relations Institute. This comes with my very deep appreciation for your taking the time and trouble to come. It was a most helpful consultation for us of the Race Relations Department staff.

Best of wishes, always.

~~Sincere~~ly yours,

Herman

Herman H. Long

HHL:rtf
Enclosure - 1 Check

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WIRE COLLECT

APRIL 10, 1959

MR. HERMAN LONG
FISK UNIVERSITY
NASHVILLE, TENNESSEE

ADDRESS FOR MARION WRIGHT - "TOP KNOT",

LINVILLE FALLS, NORTH CAROLINA.

HAROLD C. FLEMING

CLASS OF SERVICE

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# WESTERN UNION TELEGRAM

W. P. MARSHALL, PRESIDENT

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=JAMES FLEMMING, DR FRED ROUTH, PAUL ANTHONY=

SOUTHERN REGIONAL COUNCIL 63 AUBURN AVE NORTHEAST

RN ATLA=

PLEASE SEND ADDRESS WHERE I MAY WRITE MARION A WRIGHT WISH TO HAVE HIM AT OUR INSTITUTE THIS SUMMER. REPLY COLLECT WIRE AND THANKS=

HERMAN H LONG FISK UNIVERSITY=

THE COMPANY WILL APPRECIATE SUGGESTIONS FROM ITS PATRONS CONCERNING ITS SERVICE

VIA AIR MAIL SPECIAL

June 4, 1959

Dr. Herman H. Long
Race Relations Department
Fisk University
Nashville, Tennessee

Dear Herman:

A study dealing comprehensively with race and crime would be a valuable contribution to public understanding, and I am happy to learn that the Race Relations Department may undertake it. Certainly the popular notion of "Negro crime" is a major theme in segregationist propaganda and a cause of much honest doubt and confusion among well-meaning people, north as well as south. We need to be much better armed with data and sound interpretation to dispel the myths and stereotypes which grow out of these problems.

Here are a few random ideas that occur to me in connection with such a possible study:

(1) The nature and handling of crime statistics need to be analyzed. For example, what we already know suggests that many more Negroes than whites are arrested "on suspicion" which is later found to be unwarranted, thus artificially inflating the number of Negro arrests. There is reason to believe that some proportion of white arrests, particularly those involving juveniles, are "hughed up," again tending to distort racial statistics. Doubtless other defects and inconsistencies would be discovered.

(2) Despite distortions, the incidence of many types of crime is undoubtedly greater among Negroes than among whites. However, it can be demonstrated -- and has been in specific cases -- that the true correlation here is not with race, but with such environmental factors as economic status, substandard housing, neighborhood and family disorganization, and so forth. An interesting recent comparison of Atlanta's census tracts in terms of racial composition and juvenile delinquency bears this out.

(3) It would be most useful to document those community experiences which demonstrate that preventive and remedial techniques can lower the incidence of crime and delinquency. I am thinking of such data as has been compiled by the District of Columbia school system, indicating that special programs carried out through the public schools have sharply reduced the rate of delinquency among non-white pupils from deprived family situations. The Atlanta Citizens Crime Committee -- a bi-racial group -- has been issuing enlightening reports of its findings and recommendations for this community.

These are only a few of the many valuable lines of inquiry which might be developed by the kind of study you are considering. Widely distributed, the results would be of great social importance. I hope that you will be able to undertake this project and that you will call on the Southern Regional Council for any advice or assistance we can render.

Cordially,

Harold C. Fleming
Executive Director

HCF/mf

RACE RELATIONS DEPARTMENT
AMERICAN MISSIONARY ASSOCIATION DIVISION
BOARD OF HOME MISSIONS, CONGREGATIONAL CHRISTIAN CHURCHES
FISK UNIVERSITY OFFICE
NASHVILLE, TENNESSEE

HERMAN H. LONG, DIRECTOR

JOHN HOPE, II
DIRECTOR OF INDUSTRIAL RELATIONS

June 2, 1959

RECEIVED JUN 3 1959

Dr. Harold Flemming
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Harold:

As an observer and student of the current racial scene, I know that you have not missed the recurring theme of "Negro crime," not only its highlighting and emphasis in news stories, but also its involvement in the general intergroup relations situation in urban centers.

Our department here has thought of doing a study which would provide a comprehensive body of data describing, defining and interpreting this problem. I am exploring the possibility of foundation assistance in this connection.

Would you mind giving me some short comment as to how this problem impresses you in importance? I would consider it a very great favor. You may not, of course, think it a worthy interest. I want to leave my inquiry to you open-ended, and so I do not describe the emphasis and method of the study.

A return reply by airmail would be helpful indeed. An alternative to this could also be a "collect" day letter by wire. Send either to me here at Fisk.

Thanks a thousand-times, and best of wishes.

Sincerely yours,

Herman

Herman H. Long

FROM:

RACE RELATIONS DEPARTMENT
BOARD OF HOME MISSIONS
CONGREGATIONAL CHRISTIAN CHURCHES
FISK UNIVERSITY
NASHVILLE, TENNESSEE

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Mr. Fred Routh
63 Auburn Avenue, North East
Atlanta, Georgia

JUNE 29TH JUNE 29TH JUNE 29TH

JUNE 29TH

# PUT THESE DATES ON YOUR CALENDAR!

*June 29th thru July 11, 1959*

JUNE 29TH

JUNE 29TH JUNE 29TH JUNE 29TH

# INSTITUTE THEME:

We invite your attention to the provocative, informative, and helpful discussions of one of the nation's most important leadership training institutes in race relations.

Teachers, intergroup relations officials and board members, social workers, labor union members, personnel workers, housewives, volunteer workers, college students—this opportunity is provided for your interest in the *nation's most crucial domestic issue.*

PLAN NOW to come. Get your organization, church, agency, school or union to send a delegate.

Twenty-five of the country's top authorities in intergroup relations will be on hand as lecturers and consultants.

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Sessions are in air-conditioned Robert E. Park Hall.

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A limited number of full and partial scholarships are available. Be sure and write early.

You will share a lively and enjoyable experience with 125 other persons from 30 states, and in taking stock and finding solutions to racial problems in housing, education, employment, religion and other fields.

Three semester hours of academic credit may be earned in sociology or education.

## JUNE 29 thru JULY 11

**APPLY AND WRITE TO:**

**Dr. Herman H. Long, Director**
**Race Relations Department**
**Board of Home Missions**
**Congregational Christian Churches**
**Fisk University**
**Nashville 8, Tennessee**

**Rev. Galen R. Weaver**
**Board of Home Missions**
**Congregational Christian Churches**
**287 Fourth Avenue**
**New York 10, New York**

**Rev. Chester A. Marcus**
**Council for Christian Social Action**
**United Church of Christ**
**2969 W. 25th Street**
**Cleveland 13, Ohio**

July 15, 1959

Dr. Herman Long
Department of Race Relations
Fisk University
Nashville, Tennessee

Dear Herman:

My expenses in connection with the Fisk Institute are as follows:

| | | |
|---|---|---|
| 1. | Round trip air travel - Atlanta to Nashville | $36.08 |
| 2. | Taxi to and from the airport in Nashville | 4.75 |
| 3. | Airport parking in Atlanta | 4.00 |
| | Total | $44.83 |

I very much enjoyed attending the institute at long last and I am glad that I was able to stay for a number of the sessions. Thank you for including me.

Sincerely,

Paul M. Rilling
Director of Field Activities

PMR/sl

May 25, 1960

Mrs. H. M. Perry
Administrative Secretary
Race Relations Department
Fisk University
Nashville, Tennessee

Dear Mrs. Perry:

We do not have copies of the pamphlet "Organizing to Save Public Schools." You may be able to secure them from Mr. Dan Bowers, Executive Director, Virginia Council on Human Relations, 216-C Broad-Grace Arcade Building, Richmond, Va.

Sincerely,

John Constable
Director of Information

JC:lec

**RACE RELATIONS DEPARTMENT**

AMERICAN MISSIONARY ASSOCIATION DIVISION
BOARD OF HOME MISSIONS, CONGREGATIONAL CHRISTIAN CHURCHES

FISK UNIVERSITY OFFICE
NASHVILLE, TENNESSEE

CHAPEL 2-3396

HERMAN H. LONG, DIRECTOR

JOHN HOPE, II
DIRECTOR OF INDUSTRIAL RELATIONS

May 20, 1960

The Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Gentlemen:

Please send to the Race Relations Department 100 copies of Organizing to Save Public Schools. This material is to be used at the Race Relations Institute which will be held here from June 20th through July 2nd.

Thank you.

Sincerely yours,

H. M. Perry

(Mrs.) H. M. Perry
Administrative Secretary

JUNE 15, 1960

REVIVE CORRESP. FROM HERMAN LONG DTD. May 25 re: HCF's participation at Fisk Race Relations Institute.

Tentative arrangement calls for HCF to take mid-day flight to Nashville June 23 which would allow for participation on the evening session on the 23rd or morning session on the 24th. W&&&g Waiting further word from Long.

June 1, 1960

Mr. Herman H. Long
Race Relations Department
Fisk University
Nashville, Tennessee

Dear Herman:

John did convey your kind invitation to me, and I am embarrassed to find that I haven't advised you or him of the dates I can make. I gather that the kind of general presentation you would like me to make would be most appropriate early in the session, and I can take the mid-day flight to Nashville June 23, which would put me on deck for either the evening session that day or the one the following morning. Please choose whichever timing will suit you best.

Needless to say, you need never hesitate to call on me whenever you feel I can render any services to the Institute. This is a major occasion in my book, and I only regret that I never seem to be able to do more than hit-and-run. One of those years when I achieve the status of a mellow bureaucrat I am going to enroll for the full two weeks.

In any case, you may count on me for a presentation on the general theme which you have described.

Any further guidance or suggestions you may give me will be most welcome.

With best regards,

Sincerely,

Harold C. Fleming
Executive Director

HCF/mf

Revive June 15


**RACE RELATIONS DEPARTMENT**

AMERICAN MISSIONARY ASSOCIATION DIVISION
BOARD OF HOME MISSIONS, CONGREGATIONAL CHRISTIAN CHURCHES

FISK UNIVERSITY OFFICE
NASHVILLE, TENNESSEE

CHAPEL 2-3396

HERMAN H. LONG, DIRECTOR

JOHN HOPE, II
DIRECTOR OF INDUSTRIAL RELATIONS


May 25, 1960

Mr. Harold C. Flemming
Executive Director
Southern Regional Council
63 Auburn Avenue, N. E.
Atlanta 3, Georgia

Dear Harold:

I asked John to explore with you the possibility of speaking at the Institute this year. You had been so generous to us in the past in coming that I felt it might be presuming on my part to send a letter which would reduce your chances of saying a gracious "no." And I thought, if circumstances were pressing you, or if you were just tired of speaking, you could say this to John perhaps easier.

But I am extremely glad that this possibility was not the case and you can come. We need your insights, your perspective. I think John mentioned the possibility of the following open dates on your schedule:

Wednesday, June 23rd — Evening
Friday, June 24th — Morning
Friday, July 1 — Morning or Evening

Take your choice; one is as good as the other for our purposes. But I would like to know soon so as to fill the other openings.

Since we are entering a new decade and so much has happened toward the end of the latter period, I thought a presentation by you giving perspective on the South in general would be in good order. It might attempt to answer the question: "Has a New South Been Born Over the Last Ten Years?"

You need not do this, of course. Do what seems to be best and most challenging to your own interests at the moment. Incidentally, Dr. Avery Leiserson of the Vanderbilt Political Science Department will speak on Tuesday, the 21st, on "Race and Southern Politics." And the day before Dr. Richard Scammon will speak on "Race, Population Change and Politics." If you should decide to try the above suggested approach, these presentations will provide an excellent context.

Best of wishes and, again, thanks!

Sincerely yours,

Herman

Herman H. Long

# PROGRAM SCHEDULE

Seventeenth
ANNUAL INSTITUTE OF RACE RELATIONS
June 20 thru July 2, 1960

Race Relations Department
American Missionary Association
Board of Home Missions
Congregational Christian Churches
Fisk University
Nashville, Tennessee

# N E W  V I S T A S  I N  H U M A N  R E L A T I O N S

17th ANNUAL RACE RELATIONS INSTITUTE

June 20 - July 2, 1960

Conducted by the Race Relations Department, Board of Home Missions, Congregational Christian Churches, in cooperation with the Department of Racial and Cultural Relations of the National Council of Churches and Fisk University

Staff:

Race Relations Department
Congregational Christian Churches

Herman H. Long
Edward Brown
Dorothy Hampton
John Hope II

Department of Racial and Cultural Relations, National Council of Churches

J. Oscar Lee
Will Campbell

SEVENTEENTH ANNUAL RACE RELATIONS INSTITUTE

June 20 -- July 2, 1960

FIRST WEEK

Monday, June 20

Morning

| | | |
|---|---|---|
| 8:30 — 11:00 | Registration | |
| 11:00 — 12:00 | Opening Meeting - Keynote Introduction<br>"New Vistas in Human Relations" ..... | Dr. Herman H. Long |
| 12:00 | Lunch | |

Afternoon

| | | |
|---|---|---|
| 2:30 — 3:30 | "Population Change, Politics and Race" ..... | Dr. Richard Scammon |

Evening

| | | |
|---|---|---|
| 7:30 — 9:00 | "Race and Christian Imperatives" ..... | Dr. Everett Tilson |
| 9:00 | "Get Acquainted" Meeting | |

Tuesday, June 21

## Morning

| | | |
|---|---|---|
| 8:00 - 9:30 | "The Significance of Africa in American Race Relations" ..... | Dr. George M. Houser |
| 9:30 - 10:00 | Coffee Break | |
| 10:00 - 11:30 | "Southern Politics and Race Relations" ..... | Dr. Avery Leiserson |
| 11:30 | Lunch | |

## Afternoon

| | | |
|---|---|---|
| 1:00 - 3:00 | CLINICS | Church and Race<br>The Southern Community<br>The Northern Community<br>Equal Job Opportunity |

Wednesday, June 22

Morning

| | | |
|---|---|---|
| 9:00 -- 9:30 | "The Problem of Discrimination As It Affects Jews" ..... | Mr. Harold Braverman |
| 9:30 -- 10:00 | Coffee Break | |
| 10:00 -- 11:30 | "Negro-White Relations in Perspective" ..... | Dr. Robert B. Johnson |
| 11:30 | Lunch | |

Afternoon

| | |
|---|---|
| 1:00 -- 3:00 | Clinics |

Thursday, June 23

## Morning

| | | |
|---|---|---|
| 8:00 — 9:30 | "Developments in the Student 'Sit-In' Protest" | Dr. Kenneth Morland |
| 9:30 — 10:00 | Coffee Break | |
| 10:00 — 11:30 | "The Student 'Sit-In' Protest -- Method and Philosophy" | The Reverend James Lawson |
| 11:30 | Lunch | |

## Afternoon

| | | |
|---|---|---|
| 1:00 — 3:00 | Clinics | |

## Evening

| | | |
|---|---|---|
| 8:00 — 9:30 | "The South in Transition" | Mr. Harold Fleming |

Friday, June 24

Morning

| | | |
|---|---|---|
| 8:00 -- 9:30 | "Race and Academic Achievement" ..... | Dr. Frank Stallings |
| 9:30 -- 10:00 | Coffee Break | |
| 10:00 -- 11:30 | "Issues Affecting Puerto Ricans in the United States" ..... | Mr. Joseph Monserrat |
| 11:30 | Lunch | |

Afternoon

| | |
|---|---|
| 1:00 -- 3:00 | Clinics |

Evening

| | | |
|---|---|---|
| 8:00 -- 9:30 | "New Legal Issues in the Struggle for Full Civil Rights"..... | Attorney Thurgood Marshall |

Saturday, June 25

Morning

| | | |
|---|---|---|
| 8:00 -- 9:30 | "Legislative Issues and the Rights of Indian Americans" ..... | Miss Helen Peterson |
| 9:30 -- 11:00 | Meeting of Clinic Report Committees | |

Afternoon

| | |
|---|---|
| 5:00 | Institute Picnic -- Park Hall Lawn |
| 7:30 | Square Dancing -- Place to be announced<br>EVERYONE INVITED -- Institute Members, Other Workshops, Friends ..... |

SECOND WEEK

Sunday, June 26

| | |
|---|---|
| 11:00 | Visiting in Neighborhood Churches -- (See Blue Book listing) |
| 2:00 | Bus Trip to The Hermitage |

Monday, June 27

Morning

| | |
|---|---|
| 8:00 -- 9:30 | "Religious Leadership and the Desegregation Process"..... Dr. Thomas Pettigrew |
| 9:30 -- 10:00 | Coffee Break |
| 10:00 -- 11:30 | "Trends and Issues in the Housing of Minority Groups" ..... Mr. George Grier |
| 11:30 | Lunch |

Afternoon

| | |
|---|---|
| 1:00 -- 3:00 | Clinics |

Evening

| | |
|---|---|
| 8:00 | CRY THE BELOVED COUNTRY -- A Play Presented by -- The Bishop's Players of Los Angeles, California |

Tuesday, June 28

Morning

| | | |
|---|---|---|
| 8:00 — 9:30 | "The Problem of Employment As It Affects the Negro" | Dr. Irwin Sobel |
| 9:30 — 10:00 | Coffee Break | |
| 10:00 — 11:30 | Panel Discussion: "Employment and Minority Groups" | Mr. John Hope II<br>Miss Bryna Ball<br>Dr. Irwin Sobel |
| 11:30 | Lunch | |

Afternoon

| | |
|---|---|
| 1:00 — 3:00 | Clinics |

Wednesday, June 29

Morning

| | | |
|---|---|---|
| 8:00 — 9:30 | "Motivational and Personality Factors in Minority Group Scholastic Achievement" | Dr. Martin Deutsch |
| 9:30 — 10:00 | Coffee Break | |
| 10:00 — 11:30 | "The Status of Integration in Public Housing" | Mr. Philip Sadler |

Afternoon

| | |
|---|---|
| 1:00 — 3:00 | Clinics |

Thursday, June 30

Morning

| | | |
|---|---|---|
| 9:00 — 9:30 | "The Status of the Negro in the Labor Movement" ..... | Dr. Ray Marshall |
| 9:30 — 10:00 | Coffee Break | |
| 10:00 — 11:30 | "Labor Unions and the Effort to Achieve Equal Opportunity"..... | Mr. Harry Fleischman |
| 11:00 | Lunch | |

Afternoon

| | | |
|---|---|---|
| 1:00 — 3:00 | Clinics | |

Morning

| | | |
|---|---|---|
| 8:00 — 9:30 | "Governmental Action to Achieve Equal Opportunity"..... | Mr. Irving Ferman |

Friday, July 1

Morning

| | | |
|---|---|---|
| 8:00 — 9:30 | Report from the Clinics | |
| 9:30 — 10:00 | Coffee Break | |
| 10:00 - 11:30 | Clinic Reports continued | |
| 11:30 | Lunch | |

Afternoon

| | | |
|---|---|---|
| 1:00 | INSTITUTE SUMMARY | Dr. Herman H. Long |

RACE RELATIONS DEPARTMENT
Board of Home Missions
Congregational and Christian Churches
Fisk University Office
Nashville, Tennessee

Lecturers and Resource Leaders
17th Annual Race Relations Institute,
June 20 - July 2, 1960

| | |
|---|---|
| Miss Bryna Ball: | Assistant Director National Manpower Council, Columbia University, New York City. |
| Rev. Edward Brown: | Consultant of Race Relations Congregational Christian Church, Atlanta, Georgia. |
| Mr. Harold Braverman | Director National Discriminations Department, Anti-Defamation League B'nai B'rith, New York City. |
| Rev. Will Campbell: | Southern Staff Representative, Department of Racial and Cultural Relations, National Council of Churches, of Christ in the USA. |
| Dr. Martin Deutsch: | Co-director Research Center in Learning Disabilities, State University of New York, Brooklyn, New York. |
| Mr. Harold Fleming: | Executive Director of Southern Regional Council, Atlanta, Georgia. |
| Mr. Harry Fleischman: | Director of National Labor Service, American Jewish Committee, New York City. |
| Mr. George Grier: | Research and Housing Specialist, State Commission Against Discrimination, New York City, and Staff Member, Commission on Race and Housing. |
| Dr. George Hauser: | Executive Director of the American Committee on Africa, New York City. |
| Miss Dorothy Hampton: | Consultant of Race Relations, Congregational Christian Churches, Raleigh, North Carolina. |
| Mr. John Hope: | Director of Industrial Relations, Race Relations Department Board of Home Missions of the Congregational Church, Fisk University, Chief consultant to the Southern Regional Council. |
| Dr. Robert Johnson: | Race Relations Consultant, Field Foundation, New York City. Former Director of Research with National Conference of Christians and Jews. A B Fisk: M A University of Chicago; Ph D Cornell. |

| | |
|---|---|
| Rev. James M. Lawson: | Projects Director of Nashville Christian Leadership Council; Southern Regional Secretary of Fellowship of Reconciliation. |
| Dr. J. Oscar Lee: | Executive Director Department of Racial and Cultural Relations, National Council of Churches, of Christ in the USA. |
| Dr. Avery Leiserson: | Head of the Political Science Department, Vanderbilt University, Nashville, Tennessee. |
| Dr. Herman H. Long: | Director of Race Relations Department, Board of Home Missions Congregational Church, Fisk University; Director of the Institute. |
| Att. Thurgood Marshall: | Chief Legal Council, NAACP, Director of Legal Defense and Education Fund, New York City. |
| Dr. Ray Marshall: | Economist, Wertheim Fellow in Industrial Relations, Harvard University, Cambridge, Mass. |
| Miss Margaret McCullouch: | Historian, Race Relations Community worker; Writer; Memphis, Tennessee. |
| Mr. Joseph Monserrat: | Executive Director, Migration Division Department of Labor, Commonwealth of Puerto Rico, New York City. |
| Dr. Kenneth Morland: | Professor of Sociology, Randolph Macon College, Lynchburg, Virginia. |
| Dr. Thomas Pettigrew: | Department of Social Relations Harvard University, Cambridge, Mass. Co-author "Christians in Racial Crisis. A Study of the Little Rock Ministry" |
| Mrs. Helen Peterson: | Executive Director National Congress of American Indians, Washington D. C. |
| Mr. Phillip Sadler: | Director Intergroup Relations Branch, Public Housing Administration, Housing and Home Finance Agency; Washington D. C. |
| Dr. Richard Scammon: | Political Scientist, Director of Elections Research, Govermental Affairs Institute, Washington D. C. |
| Dr. Irvin Sobel: | Professor of Economics, Washington University, St Louis, Missouri. |
| Dr. Frank Stallings: | Associate Professor of Education, University of Louisville, Louisville, Kentucky. |
| Dr. Joseph Taylor: | Program Director, Flanner House, Indianapolis, Ind. Former Head of Department of Sociology, Dillard University, New Oreleans, Louisiania. |

| | |
|---|---|
| Dr. Everett Tilson: | Professor of Old Testament Methodist Theological School, Delaware, Ohio. |
| Mr. James A. Tillman Jr. | Director Minneapolis Interfaith Fair Housing Program, Minneapolis, Minnesota. |
| Rev. Keith Bordin: | Minister, St. James Episcopal Church, Huston Texas. |
| Rev. Dallas Simpson: | Minister, Port Nechez, Texas. |

☐ Please send me an application for admission to the Eighteenth Annual Institute of Race Relations.

NAME.....

STREET.....

CITY.....ZONE.....STATE.....

☐ Also please send an application and information to:

NAME.....

STREET.....

CITY.....ZONE.....STATE.....

RACE RELATIONS DEPARTMENT
AMERICAN MISSIONARY ASSOCIATION
FISK UNIVERSITY
NASHVILLE 8, TENNESSEE

Mr. Harold C. Fleming
Director of Information
Southern Regional Council
63 Auburn Avenue, North East
Atlanta 3, Ga.

100

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HUMAN VALUES AND PUBLIC POLICY

# *18th Annual*

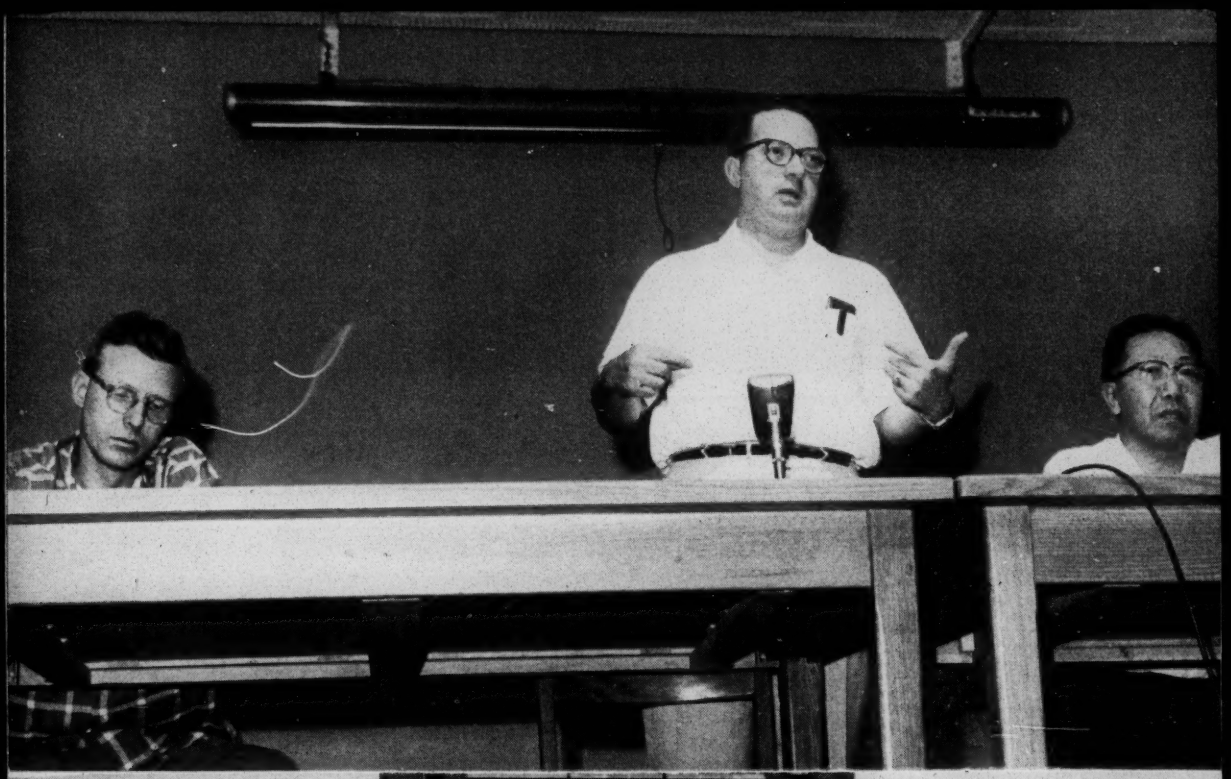
# *Institute of Race Relations*

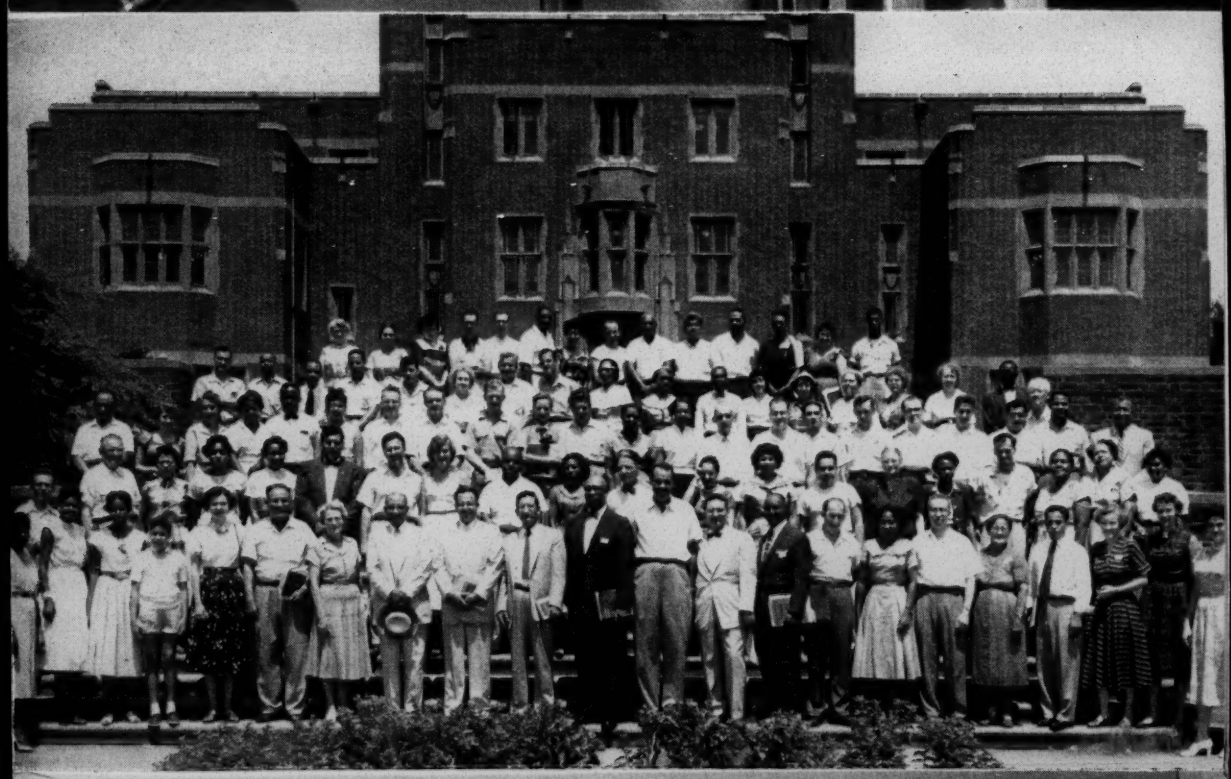
## JUNE 19 - JULY 1, 1961

A joint Project of the Race Relations Agencies of the CONGREGATIONAL CHRISTIAN CHURCHES, THE UNITED CHURCH OF CHRIST AND FISK UNIVERSITY.

In Cooperation with: Department of Racial and Cultural Relations, *National Council of Churches of Christ.*

Fisk University
*Nashville 8, Tenn.*





# HUMAN VALUES AND PUBLIC POLICY

*"The principle of equality which applies to both the similarities and differences in human beings is based upon the criterion of an ethical concept—the dignity of the human person. In turn, this concept is founded in the principle of individual freedom and the principle of equality before the law."*

CHARLES S. JOHNSON—from the keynote to the 1949 Institute.

Someone has described philosophy as the effort "to see life clearly and to see it whole." In this sense all of us are philosophers of a sort—at least to the degree that we seek to understand the events and forces which give momentum, character and direction to current human experience.

This ANNUAL RACE RELATIONS INSTITUTE is engaged in a similar encounter to discover meaning and perspective in those affairs we have come to describe as "racial" and "intergroup" relations. It is an effort to know the particulars of the current racial scene, and to look beyond them to their implications in public policy and to methods for realizing the democratic and Judeo-Christian ideal in human affairs. Its task, therefore, is urgently practical, but within a context of understanding which would make action both intelligent and effective.

As an expression of the Institute's concern with seeing the specific issues of desegregation and integration in schools, housing, employment and other areas in larger social perspective, and with drawing practical lessons for effective leadership action, we have taken as its keynote:

## HUMAN VALUES AND PUBLIC POLICY

The general purpose of the Institute is to orient leaders of local communities in the problems, process and methods of implementing better intergroup relations. It endeavors to assess the status of current developments, provide authoritative information on the psychological, sociological, political, economic and religious aspects of intergroup problems, and to evaluate techniques and strategies.

A continuing need in this field of concern is for leadership which can help preserve the integrity of law, substitute reason for hysteria, maintain communication between groups, and pursue the steady course of justice founded in religious conviction.

WE CORDIALLY INVITE YOU to share the provocative discussions of the Institute. Responsible leaders from 30 states, both North and South, will be in attendance.

Sessions are held in the air-conditioned facilities of Robert E. Park Hall, the social science building. Living and eating accommodations are provided in the Fisk University dormitories. A new Union Building and dormitory are now available for the convenience and comfort of Institute members.

The roots of the Institute are planted deep in the soil of religious and moral commitment. It was established by the American Missionary Association Division of the Congregational Christian Churches' Board of Home Missions and enjoys the joint sponsorship of Fisk University, one of America's leading institutions of higher learning.

*"Fisk University's placid campus is an odd candidate for the center of the world on a sultry summer evening. . . . It is a quiet scene, and yet this is the center of the world for a moment. The question of whether the free world deserves to remain free is being measured here. . . . It is an immensely refreshing experience to come here from the outside world of dense problems and dishearteningly slow speed in solving them, to find that the slowest problem of them all has suddenly begun to resolve, almost with breath-taking speed."*

Saville Davis in the CHRISTIAN SCIENCE MONITOR.

## *INFORMATION ABOUT THE 1961 INSTITUTE*

**WHERE:** Fisk University, Nashville, Tennessee **WHEN:** June 19-July 1, 1961

**WHO ATTENDS:** YOU: All interested citizenry—religious leaders, students, teachers, representatives of trade unions and management. Members of human relations committees and other governmental agencies.

**COST:** $80.00 for registration, room, board, and tuition for the two weeks' session.

**CREDIT:** Institute members may earn three semester hours of academic credit toward undergraduate or graduate degrees.

## *INSTITUTE PROGRAM*

The Institute combines both formal and informal discussion processes in its program. Seminars are held each morning from 8:00 to 12:00, with a half-hour coffee break in the middle. These seminars involve systematic and factual presentations on the central issues and problems in the field. They are enlivened by discussion from the floor and the addition of special resource panels. In the afternoon informal clinics are held from 1:30 to 3:30 which give attention to special problem areas and the experiences of the institute participants. Special emphasis is upon method and strategy. The first week of seminars is given to the *General Context of Human Relations Issues*, and the second week to *Practical Problems*—housing, school desegregation, employment, etc.

### *FIRST WEEK* (*Subject Matter Considerations*)

Human Values and Public Policy (Keynote)
The Church and Public Racial Policy
The Historical Roots of Domestic Racial Policy
The Law and Politics of Race Relations
Moral Imperatives in Higher Education
Prejudice, Rigidity and Social Change
New Frontiers in Legal Developments
New Policy Goals for Indian-Americans
Spanish Speaking Groups—A Ten Year Perspective
Catholic Policy in Race Relations
Africa and American Race Relations
Anti-Semitism, Past and Present

### *SECOND WEEK*

Implementation of Democratic Housing Practices
The Status of Negro Employment
The "Sit-Ins"—Method and Strategy
Southern Leadership and Race Relations
Federal Policy and Equal Employment Opportunity
State Policies and Actions toward Fair Employment
The Status and Problems of the Negro in Labor
Community Action and School Desegregation
School Closing: A Case History
Integration and Public Housing

In addition, *afternoon Clinics* will run throughout the two-week session, dealing with EMPLOYMENT, COMMUNITY ACTION, DIRECT NON-VIOLENT ACTION (Sit-Ins), and RELIGION AND RACE.

SEE NEXT PAGE FOR PARTIAL LIST OF SPEAKERS

# 18TH ANNUAL INSTITUTE OF RACE RELATIONS JUNE 19-JULY 1, 1961

## *INVITED SPEAKERS AND RESOURCE PERSONS*

(PARTIAL LIST)

DR. ALVIN PITCHER, The Divinity School, University of Chicago, Chicago, Illinois

DR. JOHN HOPE FRANKLIN, Professor and Head of the Department of History, Brooklyn College, Brooklyn, New York

ATTORNEY THURGOOD MARSHALL, Chief Counsel and Director, Legal Defense and Education Fund of the N.A.A.C.P., New York, New York

MR. FRED ROUTH, Executive Director, Michigan F.E.P. Commission, Detroit, Michigan

MR. PAUL RILLING, Associate Director for Field Services, Southern Regional Council, Atlanta, Georgia

MR. D'ARCY McNICKLE, Director, American-Indian Development, Inc., Boulder, Colorado

DR. JOSEPH TAYLOR, Program Director, Flanner House, Indianapolis, Indiana

DR. J. OSCAR LEE, Director, Department of Racial and Cultural Relations, National Council of Churches, New York, New York

MR. PHILIP SADLER, Race Relations Service, Public Housing Administration, Washington, D. C.

DR. WESLEY A. HOTCHKISS, General Secretary, Division of Higher Education and the American Missionary Association, Board of Home Missions, Congregational Christian Churches, New York, New York

DR. ROBERT B. JOHNSON, Lecturer in Sociology, Antioch College, Yellow Springs, Ohio

TRUMAN B. DOUGLASS, EXECUTIVE VICE PRESIDENT
HOWARD E. SPRAGG, TREASURER

DIVISION OF HIGHER EDUCATION AND
THE AMERICAN MISSIONARY ASSOCIATION
WESLEY A. HOTCHKISS, GENERAL SECRETARY
287 PARK AVENUE SOUTH, NEW YORK 10, N. Y.

HERMAN H. LONG, SECRETARY FOR RACE RELATIONS
FISK UNIVERSITY, NASHVILLE 8, TENNESSEE

# UNITED CHURCH BOARD FOR HOMELAND MINISTRIES

January 4, 1962

Dr. Leslie W. Dunbar
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Les:

I have two copies left of the Charlottesville report on school desegregation. They are enclosed. There was quite a supply left, and I suspect your best chance of getting the additional copies is to write to Paul Gaston at the University of Virginia.

Best of wishes.

Sincerely yours,

Herman

Herman H. Long

**RACE RELATIONS DEPARTMENT**
AMERICAN MISSIONARY ASSOCIATION DIVISION
BOARD OF HOME MISSIONS, CONGREGATIONAL CHRISTIAN CHURCHES
FISK UNIVERSITY OFFICE
NASHVILLE, TENNESSEE
CHAPEL 2-3396

HERMAN H. LONG, DIRECTOR

JOHN HOPE, II
DIRECTOR OF INDUSTRIAL RELATIONS

June 1, 1962

Dr. Leslie Dunbar
Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Leslie:

It has almost become traditional for us to have at our annual institutes a general review of where the South now stands in race relations developments. And almost without exception, we have been fortunate to have this done by someone from the Southern Regional Council. George Mitchell started the succession of appearances at the invitation of Dr. Charles S. Johnson; Harold Fleming continued it, and last year Paul Rilling was good enough to come and do a very excellent job for us.

I am writing now to extend to you a most cordial and urgent invitation to continue this role and important service to the Institute. I would be most grateful if you could do so. You have not been at any of our institutes, and I think you would find it a rewarding and stimulating experience.

7/28

Would it be possible for you to consider speaking at a morning seminar on Friday, July 6? This is our last full day, and we have scheduled for that same evening a presentation by Jack Greenburg dealing with the status of legal developments. Part of my purpose in setting these presentations on Friday is to assure that the Institute will reach its end on a high note. This will come after the Atlanta NAACP convention, and it might avoid some conflicting obligations which you may have there at the time.

While this date is our preference, do not close out other possibilities in the event that it does present a conflict. Please suggest other possible dates.

The seminars last for an hour and a half, and about 30 to 40 minutes of the time is allowed for discussion. There will be a discussion leader, or discussion "provocateur" as we think of his role, and sometimes we organize on the spot panel discussants. Your paper need not be written, for we will put your remarks on tape. But, if possible, a two or three page summary would be helpful in publicity and news coverage.

We will cover all of your travel expenses, make you our guest for as long as you may wish to remain here, and express our thanks to you in the form of a modest honorarium.

I hope that you will be able to give us an early and favorable response.

With best of wishes,

Sincerely yours,

Herman

Herman H. Long

☐ Please send me an application for admission to the Nineteenth Annual Institute of Race Relations.

NAME.....

STREET.....

CITY.....ZONE.....STATE.....

☐ Also please send an application and information to:

NAME.....

STREET.....

CITY.....ZONE.....STATE.....

RACE RELATIONS DEPARTMENT
AMERICAN MISSIONARY ASSOCIATION
FISK UNIVERSITY
NASHVILLE 8, TENNESSEE

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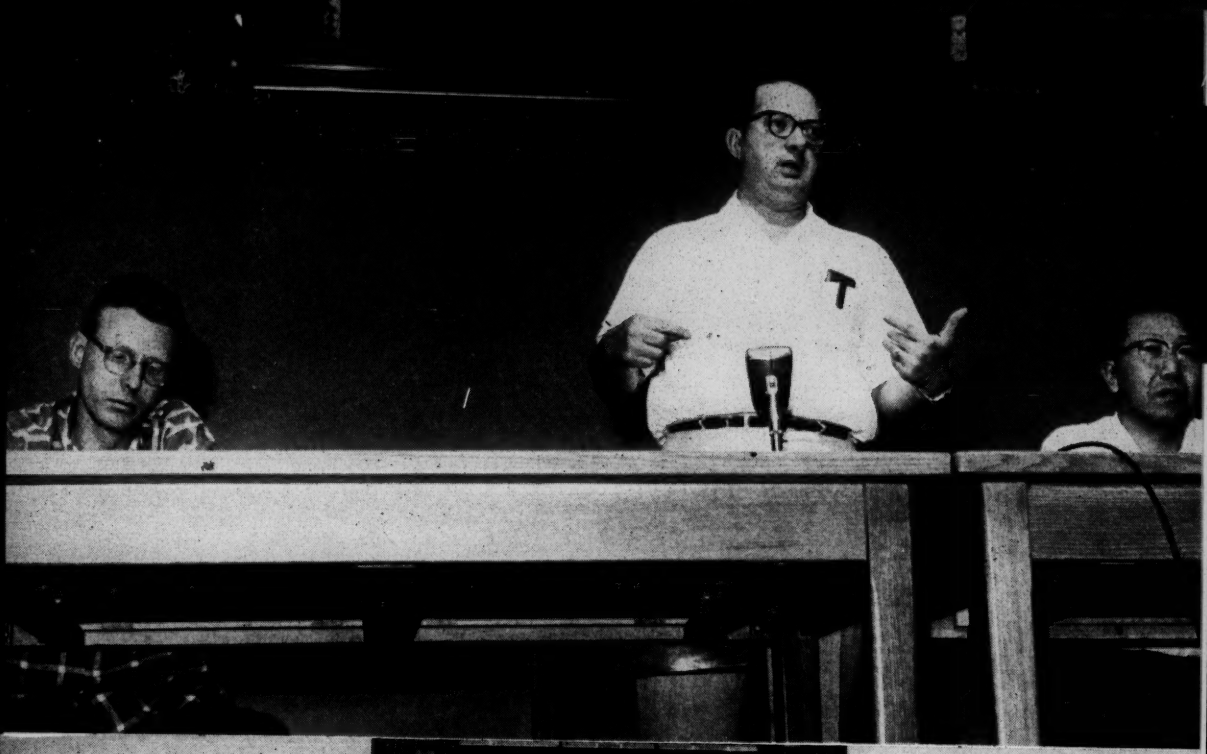

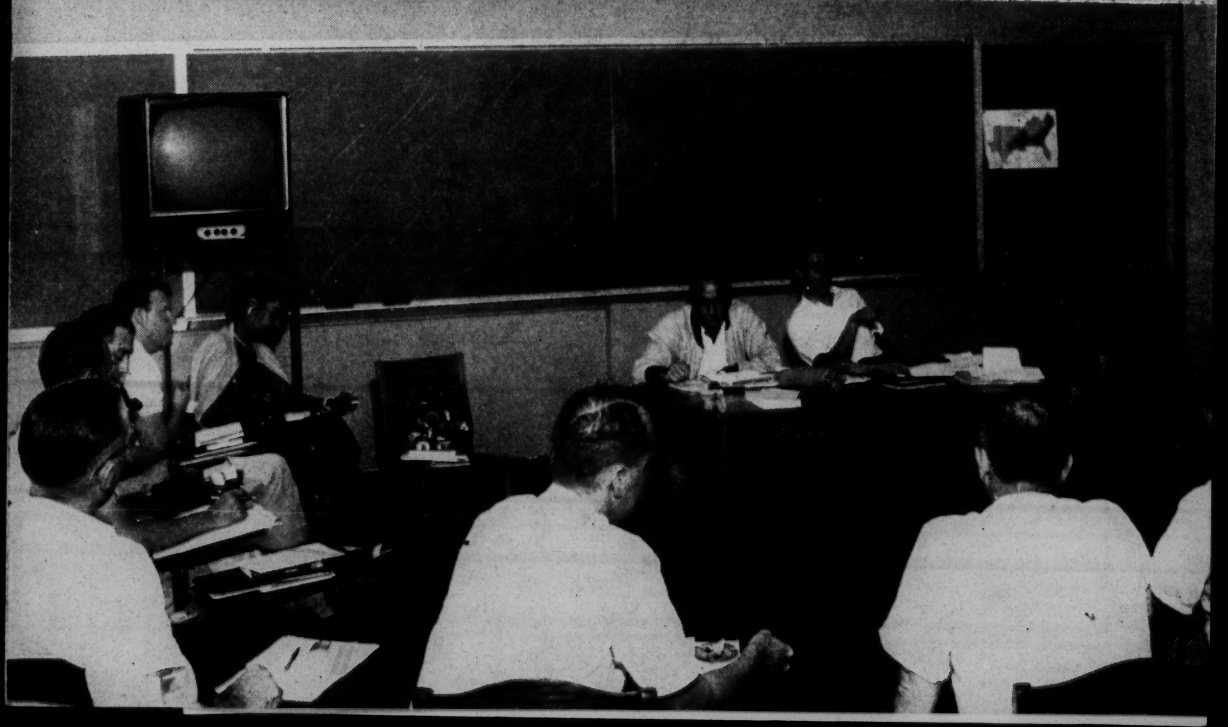

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CHARLES S. JOHNSON—from the keynote to the 1949 Institute.

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Antisemitism: A Reassessment
New Goals for Indian-American Citizens
Catholic Action and Race Relations
Changing Status of a New Minority: The Puerto Rican
Rightist Movements and Race Relations

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THE REV. PHILIP S. HURLEY, S.J., Chaplain, Fordham University

DR. ROBERT B. JOHNSON, Lecturer in Sociology, New York University and Former Research Director for the National Conference of Christians and Jews

DR. LEWIS W. JONES, Sociologist and Writer; Former Professor at Fisk University and Tuskegee Institute and Presently Staff Associate in the Race Relations Department

DR. J. OSCAR LEE, Director, Department of Racial and Cultural Relations of the National Council of Churches

DR. DARRELL RANDALL, Associate Professor, School of International Service, American University, Washington, D. C.

DR. JOSEPH T. TAYLOR, Program Director, Flanner House, Indianapolis, Indiana

DR. JAMES Q. WILSON, Department of Government, Harvard University, Cambridge, Massachusetts, and author of the recent book *Negro Politics: A Search for Leadership*

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TENTATIVE PROGRAM SCHEDULE
19TH ANNUAL RACE RELATIONS INSTITUTE

RECEIVED
JUN 15 1962

Sunday, June 24

Dormitories Open for Institute Participants

Monday, June 24

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|---|---|
| 8:30 - 11:00 | Registration, Park Hall |
| 11:00 - 12:15 | Introductory Session: Park Hall Auditorium |
| 1:30 p.m. | Keynote Presentation: "Human Rights and the Public Interest," Dr. Herman H. Long |
| 7:30 p.m. | Religious and Theological Implications of the Institute Theme — Dr. Leon Wright, Professor of Religion, Howard University Divinity School |

Tuesday, June 26

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|---|---|
| 8:30 - 10:00 | "Race Relations and International Affairs," Dr. Darrell Randall, Associate Professor, School of International Service, American University, Washington, D. C. |
| 10:00 - 10:30 | Coffee Break |
| 10:30 - 12:00 | "Race and Politics," Dr. James Q. Wilson, Professor of Political Science, Harvard University |
| 1:30 - 3:30 | Clinics |
| 7:30 p.m. | Dramatic Presentation by the BISHOP'S PLAYERS: "An Episode of Sparrows" — Fisk University Chapel |

Wednesday, June 27

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|---|---|
| 8:30 - 10:00 | "An American Politics for the South," Dr. Dewey Grantham, Department of History, Vanderbilt University |
| 10:00 - 10:30 | Coffee Break |
| 10:30 - 12:00 | "The Development of School Desegregation Law," Dr. Paul Puryear, Associate Professor of Political Science, Tuskegee Institute |
| 1:30 - 3:30 | Clinics |

## Thursday, June 28

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|---|---|
| 8:30 - 10:00 | "The Jewish Minority: Problems and Prospect," Attorney Charles Wittenstein, Southeast Area Director, The American Jewish Committee |
| 10:00 - 10:30 | Coffee Break |
| 10:30 - 12:00 | "The Congress and Civil Rights," Speaker to be Announced |
| 1:30 - 3:30 | Clinics |
| 7:30 p.m. | Evening Lecture: "The Negro in Negro Fiction: An Exercise in Dilemma." Dr. Blyden Jackson, Dean of the Graduate School, Southern University |

## Friday, June 29

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|---|---|
| 8:30 - 10:00 | "The Rightist Movement in the United States," Dr. Lewis I. Maddocks, Council for Christian Social Action, United Church of Christ |
| | Panel Discussion: Implications for Race Relations |
| 10:00 - 10:30 | Coffee Break |
| 10:30 - 12:00 | "The Puerto Rican Minority: New Issues and Changing Status." Miss Antonia Pantoja, Director of Community Services, New York Commission on Intergroup Relations |
| 1:30 - 3:30 | Clincis |
| 7:30 p.m. | Evening Lecture: "Intergroup Contact and Attitude Change," Dr. Stuart Cook, Professor of Psychology, New York University |

## Saturday, June 30

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|---|---|
| 8:30 - 10:00 | "Catholics and Race," The Reverend Philip S. Hurley, S.J., Chaplain, Fordham University |
| 10:00 - 10:30 | Coffee Break |
| 10:30 - 12:00 | "New Goals for the Indian-American," Dr. Nancy O. Lurie, University of Michigan, Department of Anthropology |
| 5:00 p.m. | Outdoor Dinner for Institute participants and the Campus Families |

Sunday, July 1

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| 9:00 a.m. | Worship Service: Fisk University Chapel |
| 11:00 a.m. | Visitation to local churches |
| 2:00 p.m. | Trip to the Hermitage |

Monday, July 2

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|---|---|
| 8:30 - 10:00 | "The Southern Church and Race Relations," Reverend Will Campbell, Associate Director, Department of Racial and Cultural Relations, National Council of Churches<br><br>Panel Discussion: Reverend Edward Brown, United Church of Christ and Miss Eleanor French, United Church Women |
| 10:00 - 10:30 | Coffee Break |
| 10:30 - 12:00 | "One Issue — Thinking Versus the Amoeboid Sprawl" Margaret McCulloch, Community Consultant in Race Relations, Memphis, Tennessee |
| 1:30 - 3:30 | Clincis |
| 7:30 p.m. | Evening Lecture: "Housing Integration — Opportunities and Obstacles," Attorney Joseph Robison, Assistant Director, Commission on Law and Social Action, American Jewish Congress |

Tuesday, July 3

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|---|---|
| 8:30 - 10:00 | "Public Authority and Action for Equal Employment: A Case Study," George Culberson, Intergroup Relations Specialist, Air Force Systems Command |
| 10:00 - 10:30 | Coffee Break |
| 10:30 - 12:00 | "The South and Race Relations—An Overview," Dr. Leslie Dunbar, Director, Southern Regional Council |
| 1:30 - 3:30 | Clinics |

Wednesday, July 4

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|---|---|
| 8:30 - 10:00 | "Negro Employment 1962—Problems and Prospect," Dr. Irwin Sobel, Professor of Economics, Washington University, St. Louis, Missouri |
| 10:00 - 10:30 | Coffee Break |
| 10:30 - 12:00 | To Be Announced |

Thursday, July 5

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| 8:30 - 10:00 | "Diary of a Sit-in--An Analysis of the Sit-in Movement," Dr. C. Merrill Proudfoot, Professor of Sociology, Knoxville College |
| 10:00 - 10:30 | Coffee Break |
| 10:30 - 12:00 | "The Freedom Rides — An Analysis of the Movement," Reverend John B. Morris, Director, Episcopal Society for Cultural and Racial Unity |
| 1:30 - 3:30 | Clinics |

Friday, July 6

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|---|---|
| 8:30 - 10:00 | "Community Preparation for School Desegregation," Richard Shapiro, Community Consultant, Anti-Defamation League of B'nai B'rith |
| 10:00 - 10:30 | Coffee Break |
| 10:30 - 12:00 | To Be Announced |
| 1:30 - 3:30 | Clinics |
| 7:30 p.m. | Evening Lecture: "Key Developments in the Legal Struggle for Equal Rights," Attorney Jack Greenburg, Director and Chief Counsel, NAACP Legal Defense and Educational Fund |

Saturday, July 7

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|---|---|
| 8:30 - 10:00 | Clinic Reports |
| 10:00 a.m. | A Final Word..... Dr. Herman H. Long |

Several new motion pictures in the general field of human and racial relations are to be shown through the institute. Announcement of the schedule for these showings will be made later.

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# New Wind In The Old South

## A Newspaper Man Looks At The Institute Of Race Relations

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JUN 18 1962

RACE RELATIONS DEPARTMENT
AMERICAN MISSIONARY ASSOCIATION
BOARD OF HOME MISSIONS
CONGREGATIONAL CHRISTIAN CHURCHES

FISK UNIVERSITY
NASHVILLE 8, TENNESSEE

Writer finds Fisk's famous Race Relations Institute breeds a loyalty "worth its weight in freedom"

# NEW WIND IN THE OLD SOUTH

BY SAVILLE R. DAVIS

*Reprinted from The Christian Science Monitor*

FISK UNIVERSITY'S placid campus is an odd candidate for the center of the world on a sultry summer evening. There is none of the usual evidence of vortex here. The chattering news tickers with their insistent bulletins from Korea seem remote. Life eddies in a politely segregated way just beyond the confines of this southern Negro university, and on campus there is nothing more dramatic than the distant roll of thunder as an organist finishes Bach's *D Minor Toccata* with a flourish and Thurgood Marshall rises to tell the Race Relations Institute about some lightnings recently loosed by the Supreme Court.

It is a quiet scene, and yet this is the center of the world for a moment. The question of whether the free world deserves to remain free is being measured here. An issue is at stake which is bigger than Korea, an idea is being shaped which could be a surer defense in that part of the world than all the planes which Gen. Douglas MacArthur commands.

Here in the South, at a vulnerable point in America's moral armor, it is clear that excellent progress is being made on the race problem. It is difficult not to seize a typewriter and report that democracy is safe—safe at the core. It is difficult not to call out across the Pacific to the peoples of South and East Asia, "You can trust us now."

Any such burst of enthusiasm would stretch the facts. But there are moments when a reporter senses that the corner is turned, and at that point hope leaps ahead of the many difficult jobs remaining to be done. It is an immensely refreshing experience to come here from the outside world of dense problems and dishearteningly slow speed in solving them, to find that the slowest problem of them all has suddenly begun to resolve, almost with breath-taking speed.

The best evidence is not in big, spectacular developments like the recent Supreme Court decisions, important as they are. You find it, rather, filling your notebook after a day of reports, lectures, and workshop discussions at the institute here, in the form of smaller signs of progress on the community level.

You hear of the wealthy white Texan who has just told three southern schools he will leave them large bequests if they admit Negro students.

Or the survey of restaurants in Washington, D. C., where 17 out of every 25 said they were now glad to serve Negroes.

An announcement to southern churches of visual aids for discussion groups on race relations astonished the sponsors by bringing nearly 5,000 requests.

White teachers in Atlanta, Ga., took their white students on a visit

to Negro schools in areas where some of the nation's most blighted housing problems exist. They talked with both pupils and teachers. What they learned and reported to their parents has helped to ease a particularly tense situation.

A recent poll of the faculties of white universities in the South showed that 68 per cent felt that segregation in their institutions could and should be ended. This percentage has probably increased since the Supreme Court decisions.

There were 91 summer institutes dealing with race relations this past summer, most of them at colleges. In addition, there were 116 regular summer courses in this field. And during the past winter season, 1,580 courses were held in 293 colleges and universities.

When the notebook begins to fill with items like these, even the skeptic can see that there is a new wind blowing through the South. The men and women who tell the institute of rapid progress in their communities are technicians, trained social workers or lawyers, who do not easily yield to optimism. Most of them are Negroes and they include many of the leading figures in this field. If they showed bitterness, frustration, and resentment at the many chains which still bind their people, it would be understandable. If they talked of stirring up rebellion, of meeting the force of circumstances and restrictive laws with counterforce, at least it could be said that they faced some provocation.

But there is no bitterness here. These are not frustrated people, prey to extremism. They joke easily, with lively humor. They give the impression of men and women working for a principle of equality of man which is larger than they and which gives breadth and poise to their point of view. They do not feel that violence is either desirable or inevitable. They seem rather to feel that you don't have to use force if the tide of events is in your favor.

There was a long, exhaustive discussion of one community where Negro housing conditions are bad. A few heavy industries control the town; they had boomed in wartime and now there is unemployment. The Negroes feel they are not wanted and that the town would rather be rid of them than help build decent houses. But they have nowhere to go. Racial tension has grown to the point where it could be ugly.

The community organizer telling this story said that almost everything had been tried in an effort to get help. The local newspaper, millowners, labor unions, ministers, local businessmen, all appeared to be unsympathetic, and it seemed impossible to rouse either civic pride or self-interest. What, the local colored leader asked, could the experts of the institute suggest?

The answers were revealing. Exasperation and sharp measures were not the way out. Had the local editor been unsympathetic? But did you realize what patience and, above all, persistence could accomplish? You have to visit the editor over and over again, convince him of your sincerity, bring him an objective and authoritative report of the facts and get him to make his own investigation. In time, even if he is a skeptic, honesty and facts will win at least his respect.

The millowners didn't seem to care? But they live in the town, and in these days no one wants to live with the ugliness of racial tension. Countless employers have been brought to see that it is damaging

to their interests. Perhaps the local ministers can be persuaded to plead the case. Or approach the millowners directly and repeatedly with all the civic backing you can muster.

One of the old hands at this sort of thing said: "It's remarkable what persuasion and the force of an idea can accomplish if you support them with skill in negotiation. But these things take time. Just to change the thinking of one person in the community is an undertaking. You say you've exhausted all the means of support. The chances are that you have not worked at them long enough and carefully enough."

And he told of civic campaigns where skill and patience accomplished what force and impatience could not. The community organizer from this town will go back home with a new devotion to the power of ideas, and with a list of some 10 specific things that can be tried to break the deadlock in his community. They begin with an authoritative survey of the facts, so impartially managed that it will be convincing, and end with a carefully planned campaign to lay these facts directly before the millowners and leaders of the town with maximum likelihood of gaining their confidence and support.

Reduced to print in these words the constructive mood of the suggestions almost sounds weak and defeatist. But in the discussions here it was nothing of the sort. It came from thoroughly modern, young, skilled negotiators who know that intelligent persuasion, backed by the compulsion of events in these days when racial ugliness is damaging to all concerned, can and does get results. These are the men who would advise sharper and more tough-minded measures if anyone short of the Communists would. But instead they spelled out ways of fixing grievances which are as supple and democratic as democracy itself could wish.

One editor of a large and militant Negro newspaper, who would be intolerant of any soft attitude or appeasement, gave his formula for persuading the whites to support the cause of equality. Appeal to their sense of sporting fair play, he said. This is one of their most deeply ingrained characteristics. Also to their conscience; they don't want to do things of which they will be ashamed. Finally, openly encourage those whites who are helping to bring about reforms. They will appreciate it, and even in the South they will find that their stand brings increasingly favorable comment from their own race.

This is scarcely a formula for revolution. But the man who put it forth says that it brings results.

The mood here would not comfort the enemies of democracy. Social change, in the face of the towering complexities of this problem here in the South, is not being pressed to the point of explosion. The leaders of the crusade here are not willful or even unwitting incendiaries. They are men and women who feel deeply the shame of discrimination and second-class citizenship as it is imposed on them by history and circumstance, but who are also intensely loyal to the very western system which has left them for so long an aggrieved minority. That is a loyalty which appears here to be worth its weight in freedom.

—*Copyright, The Christian Science Monitor*

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SAVILLE R. DAVIS is American news editor of *The Christian Science Monitor*. He participated in the recent Race Relations Institute at Fisk University.

☐ Please send me an application for admission to the Nineteenth Annual Institute of Race Relations.

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☐ Also please send an application and information to:

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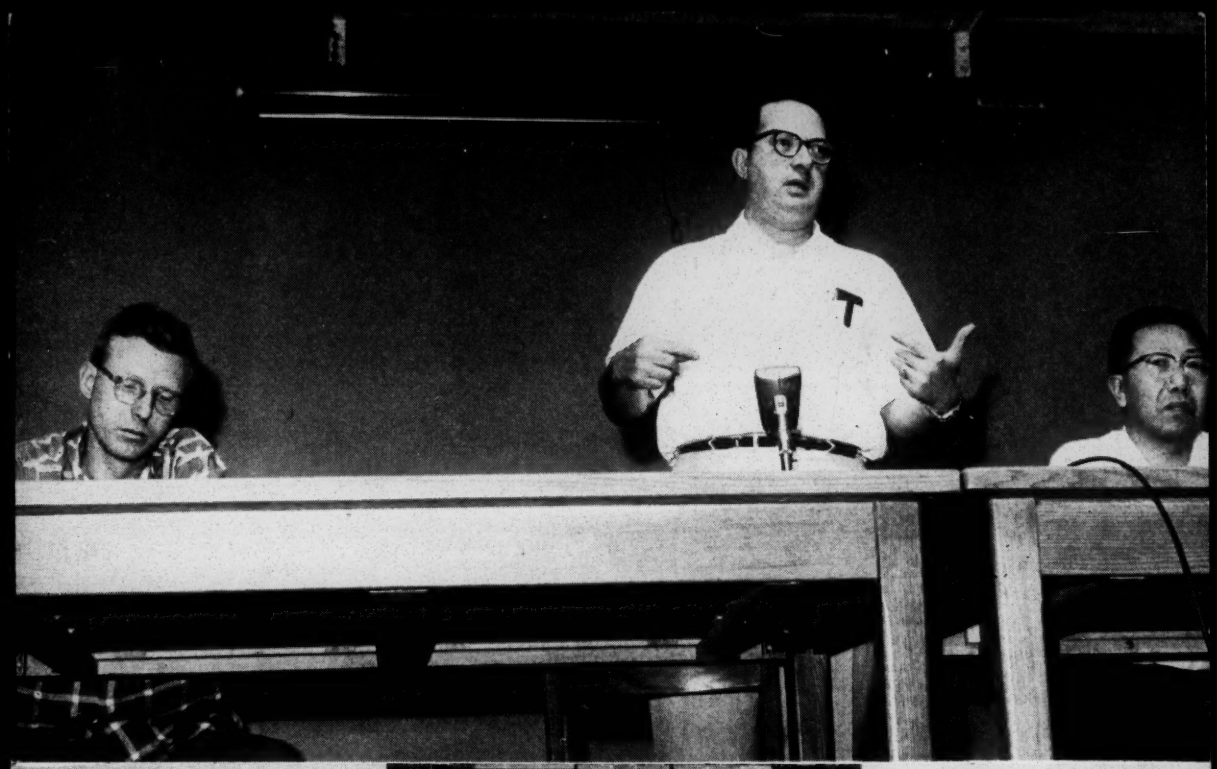

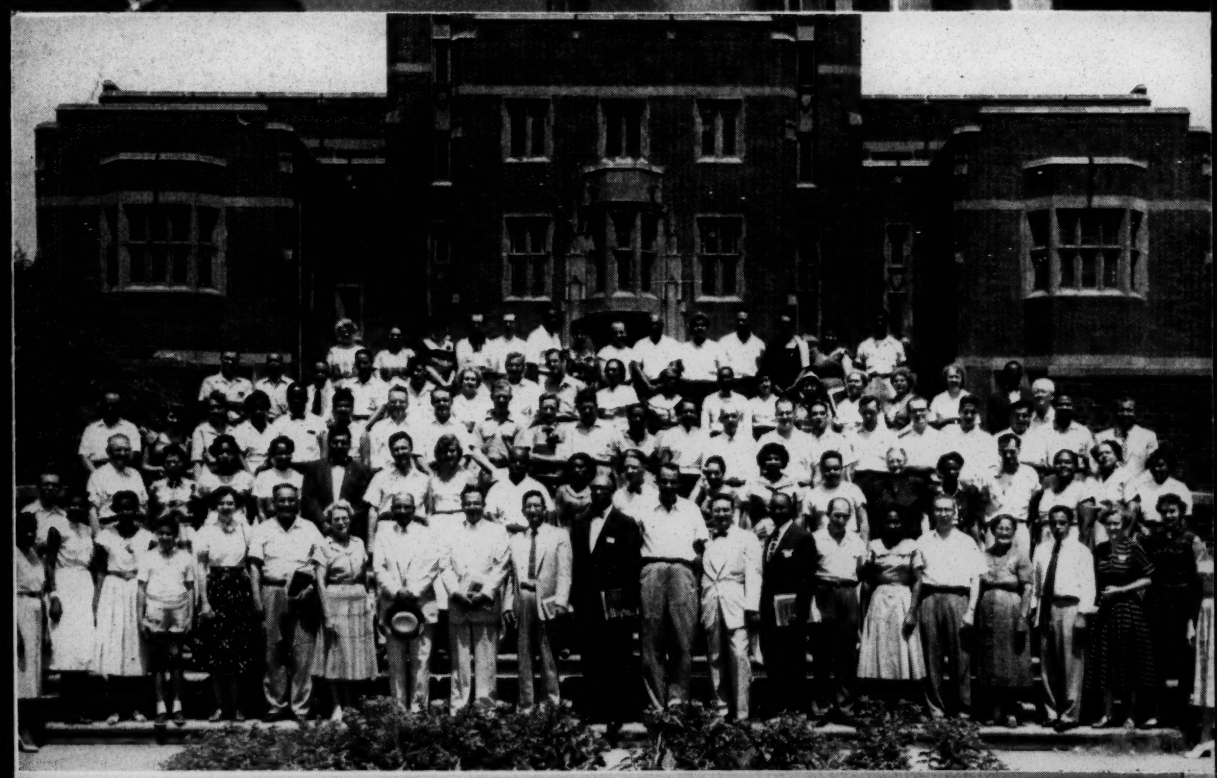

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DR. LEWIS W. JONES, Sociologist and Writer; Former Professor at Fisk University and Tuskegee Institute and Presently Staff Associate in the Race Relations Department

DR. J. OSCAR LEE, Director, Department of Racial and Cultural Relations of the National Council of Churches

DR. DARRELL RANDALL, Associate Professor, School of International Service, American University, Washington, D. C.

DR. JOSEPH T. TAYLOR, Program Director, Flanner House, Indianapolis, Indiana

DR. JAMES Q. WILSON, Department of Government, Harvard University, Cambridge, Massachusetts, and author of the recent book *Negro Politics: A Search for Leadership*

July 10, 1962

Dr. Herman Long
Race Relations Department
Fisk University
Nashville, Tennessee

Dear Herman:

Enclosed is my speech -- use it as you will.

I am sorry my visit had to be a hectic one and I hope another year things will work out so that I can spend more time. You may or may not have heard that I could not get off the ground (or rather did and came down again quickly) and ended up riding the rails home.

My one-way tourist air ticket was $16.78 and my lower berth coming home was $21.16. My limousine and cab and airport fares are estimated at $5.70. So if you would like to send the Council a check for $43.64 that should about do it.

Best wishes,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

Address: Race Relations Institute
July 3, 1962
Leslie W. Dunbar

# An Overview of the Present Situation

During the 1930's, as America struggled to escape from its greatest business collapse, its people shook themselves from another kind of depression. For the better part of 50 years, the condition of Negro Americans had been allowed to stagnate. White America took little moral or political interest. Black America, despite the heroic captaincy of men such as Washington, DuBois, and a growing band of professional men, took far too little active interest in its own status and welfare.

During the 30's, this changed. Once again, the moral dilemma which had tormented American history for 200 years, until it was chloroformed about 1880 and put out of sight, came back to haunt the national conscience. National politics began to feel again the throbbings of the racial issue which had dominated and frustrated our national life from 1836 to 1877. The Negro people began to stir.

Why this happened I shall not here try to explain, or, more accurately, to decipher. It did happen. From the 1930's we date the Negro revolt. Another way of putting it would be to say that American democracy began in the 1930's to finish another - and, I believe, the most basic - of its tasks. We began the largest of our tasks in fulfillment of the old aim of establishing a "more perfect union."

Emphasis during the 30's was on Negro welfare. Emphasis since the end of World War II has been on Negro rights. And though we have, unfortunately, in these later years lost a great deal of the constructive concern of the 30's for how people live and what they are owed by the economic system which they support, the shift of emphasis to civil rights has been good and necessary. A people has to make itself free, before it can, without either state or private paternalism, know what its welfare is, and fashion it according to its own judgment.

The changes since World War II have been tremendous. The changes still necessary are immense. These are the two fundamental facts, both of which cry for recognition.

By a series of brilliant law suits, discrimination in higher education and in voting were attacked, During the Korean fighting, integration of the Army was substantially achieved. In May, 1954, the Supreme Court made its historic ruling against state-compelled segregation of public school children by race. By other legal victories, which still continue, segregation was further weakened wherever it is chargeable to public action.

The decision of 1954 introduced the era of massive resistance in the South, which began to end with the reopening of schools in Virginia in early 1959. That massive resistance occurred was in large part due to the irresponsibility of the administration of President Eisenhower, which failed to offer any other leadership to the country, and of Congress, which waited three long and vile years before taking any action to help the country through its greatest domestic problem. What Congress finally did in 1957, and again in 1960, was to take a weak and generally fruitless step toward affirming that citizens should be free to vote.

In early 1960, in Greensboro, American democracy walked into a room of mirrors. The sit-in movement did more than anything I can think of to show America its own face. The results have been striking, some happy, some unhappy. What we saw in the mirrors was soiled and unkempt; and so there has been a period of cleaning up which has taken the form of accelerated and frequently voluntary desegregation. But some have so hated what they saw in those mirrors that they have wanted either to leave the room of mirrors altogether, or to jump frantically up and down and shout that the faces in the mirror are not theirs, but those of unbelievable devils who must be pursued and given a ceremonial burning. It is, I think, an open question today as to who will win out. Those who want to clean up the mess, and I hope this category includes all of you. Or those who, and I believe they are numerous and

growing, who are tired of the whole wretched business, and want to retreat to the moral numbness of pre-1930. Or those who, with the mania of all ages, hunt down devils in order to establish their own innocence.

A fourth category, of course, are the segregationists, but they are now of vanishing importance. The institutionalized practive of segregation is still a huge and frightful enemy. The segregationist himself is on the way out as a force. He is still - let me hasten to say - strong in many provinces and a few states; but his days are numbered and few. This is so if for no other reason than that, as a practical matter, he cannot endure bereft of political influence and power, and in today's America he cannot hold political power without the assent of Washington. And the administration now in Washington, though it has many shortcomings, has committed itself and the government as a whole against segregation and its profiteers.

This is, I think, where we have been these last few years. Where are we now, and where are we likely to go in the near future? Some parts of this picture I want to sketch as I see them. I have time only to talk about fragments; the rest of the mosaic will have to be left unfinished. The pieces I want to pick up, examine briefly, and try to put in place are (1) the status of southern segregation; (2) the Negro movement; (3) the role of the federal government; and (4) Negro-white relationships.

My most generalized comment will be on the first issue: what is the present strength of segregation in the South? There are two parts to the question: public and private segregation. Public segregation is, I think - and all of you who know the South will realize that for the next few minutes I shall be generalizing furiously - about as strong today as ever in large areas of the Deep South, where the Citizens Councils and their allies are powerful and permeate state governments, and where any breaches that occur, such as in the waiting rooms of terminals, are as yet chiefly only of symbolic value. In other equally extensive and more populous areas of the South, public

segregation is today, I think, pretty much a man of straw. It falls wherever it is pushed. It does not fall by itself. It has to be pushed. The push has to be organized and directed; wherever it is, segregation falls. I would say that this is the requirement, and indeed the only requirement, in all of Virginia except the southside; in nearly all of North Carolina and Tennessee, in north Georgia and most of Florida and Arkansas, and throughout Texas. There is a lot of pushing to be done, and in each situation the right leverage has to be discovered. But when the lever up ends, the straw man falls, there is no "trouble" and nobody cares.

A lot of private segregation is similar. In restaurants, hotels, theatres, and such, there is in these areas of the South no strategic problem, and the tactical problems, while vexing and multitudinous, all have to do with finding the right levers, i.e., pressures, for the job.

In other kinds of private segregation, such as exists in churches, clubs, neighborhoods, families, the South is tending, I think, toward the northern patterns of muted prejudice and noiseless, but highly effective discrimination. Some of us who believe that southern culture has within itself the possibility of doing better than has the North keep our hopes alive, but they are, admittedly, not ones to be bet on.

The Negro movement, to go on to my second fragment, is in a time of both difficulty and rich promise; which is to say, about normal for any popular movement. Through the Voter Education Project established by the Southern Regional Council I have within the last year had the opportunity of working closely with all the principal civil rights and racial relations organizations. I have been sincerely admiring of the dedication and intelligence and cooperative spirit brought by these organizations to their common struggle. I have been equally admiring of the vigorous and sophisticated voters leagues which exist today in a number of southern cities. There is a bountiful supply of good leadership, plus a widespread understanding that the problem is to reform the South, not to punish it.

There are, as well, serious problems, and they affect not only Negroes, but the country as a whole - for in a real sense, the country has depended on Negroes for its moral ministry during the last decade or so. First, and I think most serious, there is far too little in the way of community organization. I am not either an "organization man" or a "joiner" but the fact is that individuals don't fare well in our terribly complicated modern societies unless they cope with it through organized interest groups, and Negroes have too few and not necessarily the right ones. Second, there is a regrettable tendency among some in the civil rights ranks to flirt with ideology. I think we need less philosophy, and less methodology, and more organization. Third, I am fearful that a combination of circumstances, most of which cast no credit on anybody, threaten to snuff out and frustrate the idealism, the wonderful spontaneity, the bright spirits of the student movement. I tell you without reticence that I was one of those whose heart was clutched by the protest movement of 1960. I don't want the grandeur and beauty of that movement to be stilled. I want humanity not to be deprived of this fine outreach of courageous goodness.

My third comment has to do with the role of government. The Kennedy administration has done much, though, as the Southern Regional Council pointed out, it has not done two things. It has not in the South shown an interest in anything beyond law compliance and token desegregation. And it has avoided strong policies in any fields where strong policies would lead, possibly. to conflict with state governments.

The prophets tell us, however, that some day the President will issue an Executive Order against discrimination in federal housing programs, perhaps in time to help Democracy in this November's elections. And I suppose that Congress may in a year or so tinker again with the civil rights acts, and help along the voting cause a bit more. The greatest think to look forward to is the possibility - and it is only that - of a legislative enactment along the line of the Clark-Cella bill to speed up school integration.

But, frankly, I suspect we have had it. I hope I am wrong,

and if I am I'll come back - gladly - next year and admit it, at my own expense. My congenital pessimism about politics and politicians whispers within me, however, that the fertility of the Kennedy administration in the civil rights field is nearly over. Decisions and policies made this past year-and-a-half should be, for the most part, permanent, and become institutionalized and keep on expanding their good. But the creative period is, I imagine, ended.

Well, so what. Our job is the same, the same as it was last year and in 1960 and in 1958 and in 1952 and in every year. To defend and define values. To supply initiative. To organize.

A final comment about Negro-white relations. It is a big - a world-wide - subject. I want to speak of only a sliver of it, and yet a sliver that is a crucial wedge. I want to register one man's plea that liberals - both white and Negro - grow up. "The goddamn white man" is humanity's woe; but so too is the liberal who hollers after him. Don't, for the good of the world, people it with devils. The world has little need for another savior, or even several, to drive out its devils. Th world needs men of courage and intelligence - i.e., liberals* - who perceive that there are no devils in the world, only problems, and who set themselves to solve them. The race problem is more than America's dilemma; it is the world's. We shall make a contribution toward ending it only if we avoid the madness that overcomes honest anger. For a new racism to grow from the ruins of an old would be mercilessly tragic.

Let me condlude by saying, then, that the primary need of racial relations in the South over the next few years will be to teach Southerners - of both races - to want more. To teach them to want more and better education, and what education consists of, and how hard one must work to get it. To teach them to want more economic goods, and how one must prepare to earn them. To teach them to want lovely and friendly cities, and well-kept lands. To teach them to want - and to work; to

---

*My own definition of a liberal. If you believe courage and intelligence define a conservative, please substitute your word for mine.

to teach them to want - and to enjoy. Not until the white Southerner wants and works and enjoys, will he get his mind off race. And not until the Negro Southerner does the same, will he discover how to breathe the free air of civil rights.

# RACE RELATIONS DEPARTMENT

AMERICAN MISSIONARY ASSOCIATION DIVISION
BOARD OF HOME MISSIONS, CONGREGATIONAL CHRISTIAN CHURCHES

FISK UNIVERSITY OFFICE
NASHVILLE, TENNESSEE

CHAPEL 2-3396

HERMAN H. LONG, DIRECTOR

JOHN HOPE, II
DIRECTOR OF INDUSTRIAL RELATIONS


July 16, 1962

Dr. Leslie W. Dunbar
Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Leslie:

I am enclosing our check in the amount of $93.64 which covers the reinbursement for your travel expenses in coming to the 19th Annual Race Relations Institute here at Fisk. It includes also an honorarium of $50. which is a very modest expression of our thanks for your excellent contribution to the Institute discussions. I hope you feel as rewarded by this experience as our Institute participants did from the informative and provocative session they had with you. Personally I shall always be indebted for your interest and helpfulness.

I thought you might want to have a copy of the picture which was shot of you "in action" at the Institute. You will find it enclosed.

Best wishes.

Sincerely yours,

Herman H. Long

RECEIVED
JUL 17 1962

THE Rockefeller Foundation
111 WEST 50th STREET, NEW YORK 20

"Foundations - Rockefeller" - file

CABLE: ROCKFOUND, NEW YORK
TELEPHONE: COLUMBUS 5-8100

August 2, 1962

Dear Dr. Dunbar:

As Dr. DeVinney is on vacation this month, may I acknowledge and thank you for your letter of July 31 enclosing the piece by Pat Watters.

Dr. DeVinney will of course see this on his return; in the meantime, I am routing it to Miss Rhind for her information.

Sincerely yours,

Betty Heitman

Betty Heitman
Secretary to Dr. DeVinney

Dr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta 3, Georgia

bah

RECEIVED
AUG 6 1962

September 10, 1962

Mr. Burke Marshall
Assistant Attorney General
Civil Rights Division
Department of Justice
Washington, D. C.

Dear Burke:

Here is another for your files: Mrs. Knox is a clerical employee (white) in our office. I questioned her about the terminal and she tells me that it is a bus station which sells refreshments, not a lunch-room which sells bus tickets.

Thank you for your letter

Sincerely yours,

LWD:A

Leslie W. Dunbar

September 10, 1962

From: Luesta Knox

On Saturday, September 1, I waited an hour in the Greyhound Bus Station in Baxley, Georgia. It is a typical small-town place with a few tables and chairs and a soda fountain in the front. About midway of the room there is a cage-like office where tickets are sold. White people buy them on the front side, Negroes from the back.

On the front door, outside, is a sign which says WHITE ENTRANCE. Inside, pasted on a window, is another sign which reads, "We reserve the right to refuse service to anyone." That may not be the exact word, but that is the meaning.

ASSISTANT ATTORNEY GENERAL

September 7, 1962

Mr. Leslie W. Dunbar
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear ~~Mr. Dunbar:~~ Leslie

I am having the matter set forth in your letter of August 30 looked into as well as we can. The only possibility seems to be the white customer of Mr. Morgan. The cross burning does not appear to involve any federal violation.

Best regards,

Burke

Burke Marshall
Assistant Attorney General
Civil Rights Division

STATEMENT OF LESLIE W. DUNBAR, EXECUTIVE DIRECTOR OF THE SOUTHERN REGIONAL COUNCIL

September 10, 1962

The legal action by the Episcopal ministers before federal court in Jackson may clarify an important area of civil liberties. Can the police power of a municipality be used to frustrate peaceful protest by a minority against discrimination, or are the police obligated to protect the right and freedom of peaceful protest? The decision of the case can have wide effect wherever there are troubled race relations.

September 10, 1962

Mr. Morris H. Rubin
Editor
The Progressive
Madison 3, Wisconsin

Dear Morris:

I am enclosing photo copies of pages from the Directory of Intergroup Relations Agencies, issued by the National Association of Intergroup Relations Officials in 1959, which seems to be the latest we have or know about. If you wish to check on this point, NAIRO's address is: 2027 Massachusetts Avenue, N.W., Washington 6, D. C.

I am enclosing also notes on five agencies not included in the directory.

You will notice on the photo copies that I have taken the liberty of putting checks beside those which you might be particularly interested in.

As to funds, I am sure that you have already thought to solicit Harold's advice, and so my standard reply would be pointless. But in all seriousness I think if there are any possibilities, Harold would know of them and know best how to advise you. I don't seem to have any ideas, much as I would like to.

Best wishes,

Sincerely yours,

LWD:a

Leslie W. Dunbar

Gandhi Society for Human Rights

President:
Executive Secretary: Clarence B. Jones (attorney)
Address: Suite 3930, 500 Fifth Avenue, New York 36, N.Y.

Organized to express the principles of Martin Luther King, Jr. and to provide legal assistance in the civil rights struggle.

NAACP Legal Defense & Educational Fund, Inc.

Chairman: Allen Knight Chalmers
Counsel: Jack Greenberg
Address: 10 Columbus Circle, New York 19, N. Y.

Organized to provide legal counsel and assistance and to initiate civil rights suits.

POTOMAC Institute, Inc.

President: Stephen Currier
Executive Vice President: Harold C. Fleming
Address: 1501 18th Street N.W., Washington 6, D. C.

Organized as a study center for problems of civil rights and race relations throughout the nation.

Southern Christian Leadership Conference

President: Dr. Martin Luther King, Jr.
Executive Director: The Rev. Wyatt T. Walker
Address: 334 Auburn Avenue N.E., Atlanta 3, Ga.

Organized to achieve integration and civil rights through mass, direct, non-violent action, based on Christian principles.

Student Non-Violent Coordinating Committee

Chairman: Charles McDew
Executive Secretary: James Foreman
Address: 135 Auburn Avenue N.E., Atlanta 3, Ga.

Organized to achieve integration and civil rights through direct, non-violent action of students.

Founded 1909

THE PROGRESSIVE

MADISON 3, WISCONSIN • ALPINE 5-6543

MORRIS H. RUBIN, EDITOR

August 31, 1962

PR
pls have
HM prepare
asap

Mr. Leslie W. Dunbar
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta 3, Georgia

Dear Leslie:

It has occurred to me that a useful feature in our special issue commemorating the centennial of the Emancipation Proclamation would be a box listing and briefly describing the purpose of the various organizations involved in promoting better race relations in the United States. Do you have such a compilation handy, and if not, could you steer me to the right place? I would appreciate greatly hearing from you on this at your earliest convenience.

Our plans for the special issue go well. My urgent problem at the moment is to raise a modest amount of money to help finance the additional costs of this enterprise. Any ideas?

With best wishes,

Cordially,

Morris H. Rubin
Editor

bh
Airmail

*Founded in 1909 by Robert M. LaFollette, Sr. • Published by The Progressive, Inc., A Non-Profit Foundation*

December 13, 1962

Mr. Lewis Jones
Dept. of Race Relations
Fisk University
Nashville, Tennessee

Dear Lewis:

Mrs. Alexander tells me that we have not yet received your expense account covering your trip to our annual meeting. I feel badly enough about our not having offered you and the other panelists honorarium; please let us at least pay your expenses.

You may be interested to know that we are working on a revision of our formulation of the research plans for the Voter Education Project. "Revision" is the only word I know to use, but actually what we are preparing is so much more than what we have that I really should have a stronger word. We shall have this statement of plans (I believe the modern word is "research design") completed before the next Executive Committee meeting, which will be probably in early February. If we may, I would like to send a copy to you for your criticism and suggestions.

Thank you again for coming, and for your very perceptive remarks. Several people, incidentally, have commented to me on how interesting they found what you had to say.

With best wishes,

Sincerely yours,

Leslie W. Dunbar

LWD:A
Enclosure: expense account blank

December 14, 1962

Dr. Herman Long
Race Relations Department
Fisk University
Nashville, Tennessee

Dear Herman:

The conferees might like to have the sample copies of Southern School News and the Statistical Summary, even though out of date, might be useful material to have during the conference. If you agree, why don't you give a call to Reed?

Merry Christmas.

Sincerely yours,

LWD:A

Leslie W. Dunbar

January 2, 1963

Dr. Herman Long
Director
Race Relations Department
Fisk University
Nashville, Tennessee

Dear Herman:

We could use 10 or so copies of the Charlottesville Report, if available.

All the best.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

January 30, 1963

Dr. Herman Long
Race Relations Department
Fisk University
Nashville, Tennessee

Dear Herman:

Thank you for your letter. I can't tell you how much both Maggie and I appreciate it.

The 200 copies are being sent.

Again, thanks.

Maggie has worked very hard to make' New South an interesting and (though she will hate me for this word) functional magazine. Even if she doesn't always get it out on time, I think she is doing something pretty good.

All the best.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

TRUMAN B. DOUGLASS, EXECUTIVE VICE PRESIDENT
HOWARD E. SPRAGG, TREASURER

DIVISION OF HIGHER EDUCATION AND
THE AMERICAN MISSIONARY ASSOCIATION
WESLEY A. HOTCHKISS, GENERAL SECRETARY
287 PARK AVENUE SOUTH, NEW YORK 10, N. Y.

HERMAN H. LONG, SECRETARY FOR RACE RELATIONS
FISK UNIVERSITY, NASHVILLE 8, TENNESSEE

RECEIVED
JAN 29 1963

# UNITED CHURCH BOARD FOR HOMELAND MINISTRIES

January 28, 1963

Dr. Leslie Dunbar
Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Leslie:

I could not resist the urge to write you and say a hearty word of congratulation for the October issue of NEW SOUTH. It is excellent throughout. Good writing; sharp interpretation; and facts presented with feeling and with a message. I always look forward to Margaret Long's "Strictly Subjective" column; it again reaches a high mark of perception.

Incidentally, we want to order 200 copies of this issue for our Institute this summer. Please have this number sent to us and bill us at whatever rate is allowed for quantity orders. Anc above all, thank your staff for me in doing such a fine job in this issue.

Best wishes.

Sincerely yours,

Herman

Herman H. Long

March 12, 1963

Dr. Herman Long
Race Relations Department
Fisk University
Nashville, Tennessee

Dear Herman:

I wonder if I could have a couple or so extra copies of my last summer's talk to the Institute?

I was not there to hear your keynote address, but I have now read it. It's very good.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

TRUMAN B. DOUGLASS, EXECUTIVE VICE PRESIDENT
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HERMAN H. LONG, SECRETARY FOR RACE RELATIONS
FISK UNIVERSITY, NASHVILLE 8, TENNESSEE

# UNITED CHURCH BOARD FOR HOMELAND MINISTRIES

March 14, 1963

Dr. Leslie Dunbar
Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Leslie:

I am glad to send you five extra copies of the presentation you made at our Institute last summer. Our supply is limited, but should you need a few more for some special purpose, we would be pleased to send them. Just write to me or to our administrative secretary, Mrs. Hattie M. Perry.

Best of wishes.

Sincerely yours,

Herman H. Long

☐ Please send me an application for admission to the Twentieth Annual Institute of Race Relations.

NAME.....

STREET.....

CITY..... ZONE..... STATE.....

☐ Also please send an application and information to:

NAME.....

STREET.....

CITY..... ZONE..... STATE.....

RACE RELATIONS DEPARTMENT
AMERICAN MISSIONARY ASSOCIATION
UNITED CHURCH OF CHRIST
FISK UNIVERSITY
NASHVILLE 8, TENNESSEE

20th Annual Race Relations Institute

TO:

FROM
RACE RELATIONS DEPARTMENT
AMERICAN MISSIONARY ASSOCIATION
UNITED CHURCH OF CHRIST
FISK UNIVERSITY
NASHVILLE 8, TENNESSEE

# Human Rights—The New Century

**WE INVITE YOU** to the provocative, informative and helpful discussions of one of the nation's most important LEADERSHIP TRAINING INSTITUTES IN RACE RELATIONS.

Teachers, ministers, intergroup relations officials and board members, social workers, labor union members, personnel workers, housewives, college students—this opportunity is provided for your interest in TODAY'S MOST URGENT AND CRUCIAL DOMESTIC ISSUE.

**PLAN NOW** to come to the 20th ANNUAL RACE RELATIONS INSTITUTE at FISK UNIVERSITY. Get your school, church, labor union, agency or organization to send a representative.

Twenty-five of the country's top authorities in intergroup relations will serve as lecturers and consultants.

A special clinic on RELIGION AND RACE, held in cooperation with the DEPARTMENT OF RACIAL AND CULTURAL RELATIONS of the NATIONAL COUNCIL OF CHURCHES, will feature these sessions.

Additional clinics on EMPLOYMENT and COMMUNITY ACTION will run throughout the Institute each afternoon, with basic, factual presentations coming in MORNING SEMINARS and EVENING SPECIAL LECTURES.

**THE PLACE:** **Fisk University, Nashville, Tennessee.**

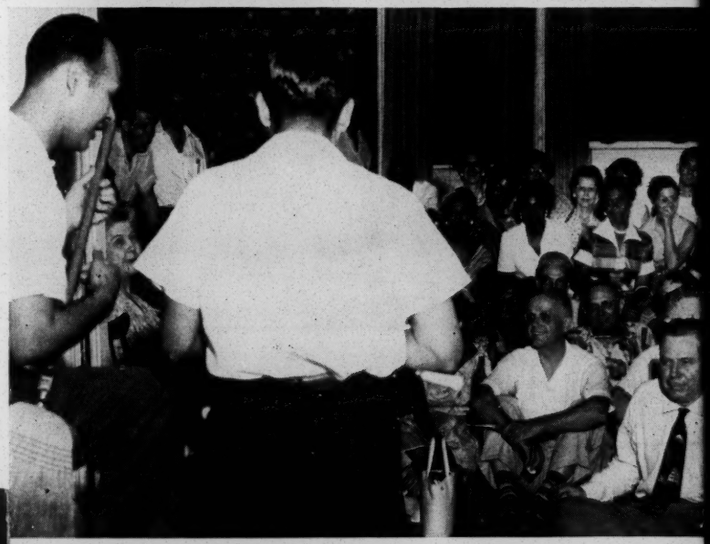
Sessions are in air-conditioned Park-Johnson Hall. Housing and dining facilities are provided on the university campus.

**THE COST:** **$80.00 for room, tuition and board.**

A limited number of partial and full scholarships are available.

"An immensely refreshing experience" which you will enjoy with 130 participants from 30 states in exploring the racial problems of housing, employment, education, religion and other fields.

THREE SEMESTER HOURS of academic credit in either sociology or education may be earned.



# 20th Annual Race Relations Institute

A joint project of the Race Relations Programs of the UNITED CHURCH OF CHRIST under its Division of Higher Education and the American Missionary Association, the Council for Christian Social Action, and with Fisk University.

In Cooperation with: *The Department of Racial and Cultural Relations, NATIONAL COUNCIL OF CHURCHES.*

## June 24 thru July 6

**APPLY AND WRITE TO:**

**Dr. Herman H. Long**
**Director**
**Annual Race Relations Institute**
**Fisk University**
**Nashville 8, Tennessee**

**Dr. Galen R. Weaver**
**Council for Christian Social Action**
**United Church of Christ**
**287 Park Avenue South**
**New York 10, New York**

**Dr. J. Oscar Lee**
**Department of Racial and Cultural Relations**
**National Council of Churches**
**475 Riverside Drive**
**New York 27, New York**

April 8, 1963

Dr. Herman Long
Race Relations Department
Fisk University
Nashville, Tennessee

Dear Herman:

We are told by Neil Tarplee, the current chairman of the Southern Interagency Conference, that he has received a formal request from SCEF for membership in the Conference. I assume the request will be acted on at the next meeting which is April 18. I also assume that you may already know about this. I felt, however, that I would drop you a note just in case you did not know.

You and I have, I'm afraid, a different viewpoint on this matter, and it makes me feel very uneasy and uncertain of myself to be at disagreement with you. I don't know whether you will want to or will be able to come down for the occasion or not. I did not want to take the chance that you would decide about coming without knowing that this question would be on the agenda. If you do come down, perhaps we will have a chance to talk; I think I am still a convincible man.

Best wishes.

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

TRUMAN B. DOUGLASS, EXECUTIVE VICE PRESIDENT
HOWARD E. SPRAGG, TREASURER

DIVISION OF HIGHER EDUCATION AND
THE AMERICAN MISSIONARY ASSOCIATION
WESLEY A. HOTCHKISS, GENERAL SECRETARY
287 PARK AVENUE SOUTH, NEW YORK 10, N. Y.

HERMAN H. LONG, SECRETARY FOR RACE RELATIONS
FISK UNIVERSITY, NASHVILLE 8, TENNESSEE

# UNITED CHURCH BOARD FOR HOMELAND MINISTRIES

PA ✓
MI - file

April 11, 1963

Dr. Leslie W. Dunbar
Executive Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Les:

I had learned from a memorandum on the forthcoming Southern Interagency Conference that the request of SCEF for membership in the Conference would constitute one item on the agenda. I appreciate more than I can say your writing me about this. I, too, feel uncomfortable not being in agreement with you on this matter, and I would very much like to talk with you about it.

I am not sure that I will be able to stay through the meeting of the Agency because I have an engagement in Baton Rouge, but I will be in Atlanta from Monday until Thursday for another conference we should be able to get together for a chat. I will call your office when I arrive in the city.

Heartiest and best wishes.

Sincerely yours,

Herman

Herman H. Long

Fisk Univ.

July 31, 1963

Dr. Herman Long
Race Relations Department
Fisk University
Nashville, Tennessee

Dear Herman:

Just a word of congratulations. I hate to see you leave the Race Relations Institute and to lose another agency co-worker, but I think Talladega is getting a great president.

Kay Jones tells me that with you, Kelly, and Viv (temporarily) leaving Nashville, and with her getting evicted to boot, is hard.

Best wishes,

Sincerely yours,

Leslie W. Dunbar
Executive Director

LWD/mmj

Long, Herman
Talladega

**RACE RELATIONS DEPARTMENT**
AMERICAN MISSIONARY ASSOCIATION DIVISION
BOARD OF HOME MISSIONS, CONGREGATIONAL CHRISTIAN CHURCHES
FISK UNIVERSITY OPEN HOUSE NASHVILLE 8, TENNESSEE

September 13, 1963

RECEIVED
SEP 16 1963

Dr. Leslie W. Dunbar
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Leslie:

I appreciate more than I can say your note extending congratulations to me on becoming the president of Talladega College. So many friends and associates have written that I have felt literally overwhelmed. I know that I will have many hearts and minds pulling for Talladega and for the success of my administration of its affairs. Your words are not only an encouragement to me, but even more, a challenge for the long, hard pull ahead in providing a thoroughly excellent and exciting educational experience for this generation of young people.

Sincerely and gratefully yours,

Herman H. Long

HHL:jd

## Summary Report Of The Findings From The Employment Clinic On Race Relations

### Introduction

Just as misunderstandings cause wars, divorces, and many other conflicts, misunderstandings causes many groups to be denied the right to work and live as they would like to.

Racial factors should not hinder a man from doing a job that his qualifications and abilities combined have prepared him for.

The greatest task is that one which has been implied in many of the Institute discussions, activating the conscience of those individuals who believe and maintain that race has to do with the caliber of work of minority groups.

1. The term "race" has been misused, overworked, and misunderstood, by many of those who make up our social institutions. This is true because those who make up our society wish to refute the theory that skin color is no more than one sixty-fourth of an inch in depth.

   Therefore it is the job of churches, schools, homes, and every organization to consider theirselves as a vital organ in helping others to understand that all people wish to be understood and looked upon as any other human being.

2. Where segregation is practiced in employment, as well as in other facilities, employment in certain fields or positions is impossible, or improbable.

   In states where there are separate employment offices, we must make use of all agencies which may bring about action to stop discrimination in recruitment and hiring.

   We must work hand in hand, with our national and local organizations.

   It is important that a well prepared person as well as one with personality and the sensitiveness to good human relations be chosen to pioneer in areas where doors have not been opened previously to to minority groups members.

   Our clinic outlined three major areas to be covered in our discussion.

   1. Types of Agencies as to the general philosophy they are known to use in solving cases with which they are confronted.

   2. Types of Techniques used by Agencies to eliminate discrimination based on minority status.

   3. Types of Preparatory Training and Employment Practices.

The legal aspects of fair employment policies were discussed by Mr. Aronson. It seems that the methods used to seek redress of grievances through legal means varies throughout the United States. Some states have fair employment practices commissions, but most do not.

State Fair Employment Practices

The fair employment practices laws prohibit discrimination in jobs because of race, color, religion or national origin. In addition, they prohibit the use of job application forms that ask for color or religion of the applicant. The matter of holding a person in the lowest paying jobs in a plant without regard to his qualifications is prohibited in these state laws.

There is agreement that the state fair employment practices laws came about as a result of the failure of the federal government to pass an FEP law. Organizations throughout the states then urged the state legislatures to pass these laws.

The method of filing complaints with the commissions is fairly simple, but the number of complaints filed is rather small. A person that has been discriminated against may write to the proper state authority and ask for an investigation. The Commission investigates the complaint, and if it is found valid an adjustment through informal negotiation will be sought. If unsuccessful, it will have a hearing where both parties are given the opportunity to explain their actions. The Commission may then dismiss the case or issue an order to the employer to cease and desist. If the company continues to discriminate, a court injunction can be brought against the employer for failure to comply. In Connecticut, an injunction was brought against a union who refused to allow a Negro worker to join. The court sustained the cease and desist order and found the union in contempt of court.

Somewhat of a different problem is found on Indian Reservations. The Indian Bureau has set up a placement service for procuring jobs for Indians leaving the reservation. There is in this program a plan for subsidizing these Indians for thirty days until they have settled in their jobs. The flaw in this plan is that there is no machinery for a follow-up study to be made nor does the government provide any type of preparation for these jobs for Indians while they are on the reservation.

The problem of few complaints remains however. First, the interested organizations get commissions to be established. Secondly, funds are provided to operate these commissions. Those opposed to FEPC's then make attempts to reduce or cut out the funds for the operations of the commissions by pointing to the lack of complaints, and adding that since there are few complaints it follows that discrimination does not exist. The truth of the matter is that individuals are hesitant to file complaints due to fear of reprisals, lack of finances, and long litigation proceedings. It is at this point that we must inform these aggrieved persons that organizations may report their cases

without directly involving the individual aggrieved. The fact that now the burden of proof (that he is not guilty of discriminatory practices) is on the employer. With these two facts aggrieved persons must be encouraged to report their cases. By all means, let some one know.

Federal Fair Employment Procedures.

Two agencies of the federal government established by Executive Order are in charge of discriminatory employment practices. Both undertake investigations that bear directly or indirectly with the business of government.

The President's Committee on Contract Compliance prohibits discrimination in employment by employers who provide services or goods for the Government. Railroads, airlines, refineries, building contractors and many others have contracts with the government and are included in the executive order. It seems that a large number of people and organizations do not have any information of this agency and therefore it is seldom used.

The President's Committee on Government Employment Policy affects United States civil service employees only. The procedure for filing complaints is as follows:

1. An employee may bring his complaint with the employment policy officer of his division or bureau;

2. The employment officer investigates the complaint;

3. A report of the investigation is given the employee and asked for his acceptance or approval of the investigation;

4. If the employee rejects the investigators report, he may appeal to the Committee;

5. The Committee makes the final decision on the case based on the summary of the investigator.

Role of Private Agencies -- an example

A merit employment project in Chicago is one of seven such programs sponsored by the American Friends Service Committee. This project has been in progress since 1950. Sponsored by the Society of Friends (Quakers) the Chicago program employs the religiously motivated educational and persuasive approach with primary emphasis upon employers at the top level of management, with the removal of discriminatory hiring specifications and upgrading policies.

With the exception of one of two banks in Negro areas, none of the banks employed non-whites except in traditional jobs. A study was made of the organizational structure and of the top personnel and directorships of

leading banks and the relationship of banks to business enterprise and industry. In some instances, appointments to discuss merit employment have been made as a result of the direct approach to top banking personnel. In other cases, appointments are obtained through influential leaders in the business community, with banking connections. For example; one of the top executive of a large national manufacturer, which has been a pioneer in establishing integrated employment in their plants, including the South, was asked to use his influence on officials of one of the banks with which he had business relations. In this manner interviews were obtained which resulted eventually in a change of policy beginning with two non-traditional job openings for Negro "pioneers." Pioneer placement prospects are sought through the merit employment program directors but final selection is left to management. The follow up process is made from time to time to see that the policy is carried out in good faith. These applicants are originally obtained through government or state agencies, vocational schools and colleges, and numerous minority group service agencies.

An advisory committee of volunteers from business, civic and church groups provides counsel, moral support and help in interpreting the program of the Job Opportunity Program. Among its most active members are Quakers who help set the tone of the program in terms of Quaker principles and faith.

The education and persuasive technique blankets another case. In a large national oil company, they have employed at one of their refineries in the deep South approximately 7,300 persons; out of that number approximately 1,100 are Negroes, and virtually all of these are employed at the unskilled labor and service level. There are some machine operators and recently the rubber mill operation was opened to Negroes. There are two separate, independent unions, with separate seniority lists. In regard to a previous statement that there are Negro rubber mill operators, this is not a real step toward integration because this step is segregation on a departmental basis. There are no white rubber mill operators in this department. In this community this is not anything new. By and large Negroes are restricted to traditional jobs in this community. As in this case, large national companies in establishing southern plants actually foster segregation and discrimination by following the local racial employment pattern and by discriminating against the Negro or other minority groups in many cases even more so than local employers. Where the unions involved are segregated or are otherwise discriminatory in there practices, this tendency is greatly accentuated.

It is important to enlighten Negroes as to the means with which to combat this problem, and show him why he should file complaints with the appropriate Government Agency when they feel that they are being discriminated against. Through civic agencies and major labor unions and now through the President's Committee on Government Compliance and the President's Committee on Government Policies, we hope to give the minorities the necessary tools with detailed instructions asto how to use them with experts on the side lines if needed.

The Training Problem

Integration of our public schools in a step forward. In many southern states where the policy of "separate but equal" is the practice, it is believed to give little incentive for students to remain in school after passing the compulsory school age. It is vital on the parts of counselors and teachers in their approach to students that they not limited the student's job horizon by advising him to train only for trades and vocations that at present open to them in their immediate community. Counselors should acquaint themselves with referral agencies. On the whole, students should be guided to go into the technical field as well as in the professional fields.

The Negro students' drop-out rate is definitely higher than that of Whites. Here we must emphasize that every one doesn't go to college and that every one cannot be a doctor, lawyer, or minister. Consequently, it is vital that apprenticeship and in-plant training programs be opened to members of minority groups in large areas in which they are now excluded. There are now prospects for opening this type training through the Presidential Committee on Government Contract Compliance. The fact needs to be brought out that minority groups have better opportunities to obtain technical training through channels other than apprenticeships because of long established customs of discriminatory practices among many of the old craft unions.

There is a trend among businessmen, as they are constantly emphasizing in the ever growing newly instituted career conferences, that business today wants young people with a good general education -- young people who possess the ability to use good English (written and spoken) so they may communicate effectively; the ability to handle basic mathematical calculations; and the ability to get along with people. It is the job of teachers, schools, institutes and agencies to inform the "drop-out" and the student, his guidance teachers and his parents, that today he must not limit his ambitions because of past discriminatory practices. Today we are, and tomorrow we will be, opening doors that he will be able to walk in, only if he is prepared and ready.

# COMMUNITY CLINIC

Initially it was recognized that the purpose of the Clinic was not to provide a blueprint for model community action in race relations; rather it was believed that each situation will call for a different approach. Therefore, we decided to evaluate various philosophies, objectives, and techniques in terms of their usefulness in bringing about community action and change. We developed these criteria by analysis of case studies, exchange of personal experience, and technical advice of research consultants.

During a period of orientation at the outset of the clinic, each member introduced himself by telling something of his activities, special interests, and needs in the field of race relations. The following outline was developed from, and is a composite of, these stated concerns:

Topics for "Model" Community Action

A. Defining organizational procedure

1. Defining philosophy, goals, objectives
2. Defining terms
3. Selecting best methods and techniques
4. Inter-organizational co-operation and correlation

B. Understanding the community

1. What is a community?
2. Community structure
3. Power structure, and reaching people of influence
4. Community resources
5. Identifying leadership and developing leaders
6. Understanding the minority community and its aspirations
7. Decreasing minority apathy and getting more participation
8. Identifying and coping with the opposition

C.

C. Outlining community procedures

1. Making and implementing policy
2. Determining community needs
3. Bringing in organizational and material resources
4. Applying them to the community
5. Reaching the total community - publicity

D. Evaluating effectiveness.

Our basic assumption, in the opening discussion, was that effective community action requires knowledge and the understanding of the existing

forces in the community. Depending on the nature and location of the community, and the specific objectives at the moment, these forces might be:

1. Public Officials
2. P.T.A. Groups
3. Women's Civic Clubs
4. Labor or Industrial Leaders
5. Lay Religious Bodies
6. Men's Service Clubs (e.g., Rotary, Kiwanis, Lions)
7. Chamber of Commerce
8. Teachers' Associations
9. School Boards
10. School Administrators
11. Ministerial Alliances
12. The "Man in the Street"

In trying to influence an individual, it is important to remember that people look to certain "reference groups" for confirmation of, and support for, their ideas. Wherever possible, these reference groups should be identified and approached.

Although it is good to consider the advice of the experts, we must remember that it is people such as these mentioned above to whom we must look to get work done, since they are the "gate-keepers" of the community, and each community will eventually have to work out the solution to its own problems. The choice of these people and the order in which they are seen depends on the specific objective.

Case studies of recent events in Wadley, Alabama and Prince Edward, Virginia, recognized and emphasized the following principles:

1. Someone must take the initiative.
2. The responsibility lies with those persons who have had training, (e.g., institute members), and with those with a concern for intergroup relations problems.

3. Know all legal sanctions for coping with emergency situations.
4. Techniques of strategy must be related to the immediate situation.

5. Know the individuals who can be useful under different circumstances.

6. Secure the support of the people committed to compliance with the law.

Those responsible for taking the initiative should never retreat, but instead put the forces of opposition on the defensive.

It should be remembered that there should be no cause for discouragement if a few mistakes are made since these are a part of the learning process.

Other suggestions offered were the following:

1. The value of familiarity with the concept of community structure

2. The merits of the community self-survey technique

3. Importance of good working relationships with the press

4. Utilizing existing services and resources of the community, rather than duplicating them

The Community Clinic raised this question:

How do you set up a new organization? Who can help you get started? How can you reach out to get more help?

We heard reports of, and evaluated the organizational procedures of the State Councils on Human Relations, affiliated with the Southern Regional Council. Descriptions of methods used for understanding the community were given. Programs were outlined, and their effectiveness evaluated.

Reports similarly handled were received in learning the problems of Puerto Rican, American Indian, and South African Communities.

The role of interorganizational co-operation and correlation was illustrated by community action in Washington, D. C., prior to the integration of the public schools there. Some principles to be derived from this situation were:

1. Get the different organizations to agree on fundamental principles.
2. Do not push "study" groups into action which is inconsistent with their philosophy and program.
3. Create readiness for coping with crises by working together on non-crisis situations.
4. Keep organizational groups if you have an immediate short-term objective.

Some organizations which are helpful in the area of race relations are:

1. NAACP -- which does legal work, defending all minorities.
2. The Urban League -- which secures housing, better job-opportunities, community improvement, and interracial co-operation.

3. American Civil Liberties Union -- which gives legal assistance in civil rights cases.
4. P.T.A. Groups -- which provides an open forum for teachers and parents to discuss their problems.
5. National Council of Christians and Jews -- which provides concultants for institutes on human relations, speakers, scholarships for teachers, etc.

6. Anti-Defamation League -- which is a source for pamphlets, films, speakers, workshops, and research, especially on hate groups.

7. Committee on Racial Equality.
8. United Council of Church Women.
9. YWCA.
10. American Association of University Women.

We summarized the discussion of interorganizational relationships, with these conclusions:

1. We need to know the objectives of each organization - what is it set up to do?
2. We need to know its methods and techniques - what does it actually do?
3. We need to understand its limitations (like the nature of its financing or the composition of its Board) - when are its hands tied?
4. We need to know its resources, in numbers, materials, and services - how can it help us?

Certain aspects of the minority community were defined and described. The minority group members are not all pretty much alike - there is a top, a bottom, and the mass in the middle.

The majority perpetuation of the stereotype of the minority, and the use of epithets to describe it, have provided a barrier to communication.

An effective approach to minority-majority co-operation is work on common interests - magnifying similarities rather than differences.

The reaction of members of the minority group to their role may be described by the three "A's": Avoidance, Acceptance, and Aggression.

The majority group tends to channel its relations with the minority group through one leader of its own choosing, ignoring the true leaders of the minority group. The aspirations of the minority community should be expressed through the leaders that it has chosen.

A discussion of effective use of economic pressures was illustrated by personal experiences from the group. The following methods were found useful:

1. Polling charge account customers in department stores for their reaction to Negro clerks. On the basis of positive reactions, this field has sometimes been opened.

2. Wholesale withdrawal of charge accounts, and other expressions of the boycott

3. Standing firm for your rights

4. The "nag" technique - keep bothering the company till you get what you want

5. Keep an eye on new industries or new management for extending job opportunities

6. The positive approach of commendation, and encouragement of those initiating constructive policies

7. Picketing - always being sure to be within the law

8. Legal action

9. Protest letters

10. Bloc voting

In conclusion, we discussed ten different approaches to the problems in race relations:

1. Segregate the two groups - apartheid
2. Ignore the problem, and hope that it will solve itself
3. Minority self-discipline approach
4. The prevention approach
5. The exhortation approach
6. The participation approach
7. The educational approach
8. The negotiation approach
9. The "direct action" approach
10. The revolutionize-the-whole-society approach

Most of these approaches aside from the extremes, may have both positive and negative effects, depending on how they are used. The model community action program is most successful when it uses not one but several of these approaches, and learns to use them effectively.

In conclusion, much of our discussion seemed to boil down to this fact: the local community must be viewed as part of a larger unit - a state, regional, or national community. Out of this fact grew four of our recommendations:

1. We must learn how to implement national policy statements locally

2. We must work on local bodies through their regional or national offices

3. We must apply national resources in the local community

4. We must learn the broader sanctions that may be applied locally

But on the other hand, the CORE of intergroup relations problem the place where change will occur, and the target of our future actions will be the local community - the heart of our clinic discussion.

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# New Wind In The Old South

## A Newspaper Man Looks At The Institute Of Race Relations

RACE RELATIONS DEPARTMENT
AMERICAN MISSIONARY ASSOCIATION
BOARD OF HOME MISSIONS
CONGREGATIONAL CHRISTIAN CHURCHES

FISK UNIVERSITY
NASHVILLE 8, TENNESSEE

Writer finds Fisk's famous Race Relations Institute breeds a loyalty "worth its weight in freedom"

# NEW WIND IN THE OLD SOUTH

BY SAVILLE R. DAVIS

*Reprinted from The Christian Science Monitor*

FISK UNIVERSITY'S placid campus is an odd candidate for the center of the world on a sultry summer evening. There is none of the usual evidence of vortex here. The chattering news tickers with their insistent bulletins from Korea seem remote. Life eddies in a politely segregated way just beyond the confines of this southern Negro university, and on campus there is nothing more dramatic than the distant roll of thunder as an organist finishes Bach's *D Minor Toccata* with a flourish and Thurgood Marshall rises to tell the Race Relations Institute about some lightnings recently loosed by the Supreme Court.

It is a quiet scene, and yet this is the center of the world for a moment. The question of whether the free world deserves to remain free is being measured here. An issue is at stake which is bigger than Korea, an idea is being shaped which could be a surer defense in that part of the world than all the planes which Gen. Douglas MacArthur commands.

Here in the South, at a vulnerable point in America's moral armor, it is clear that excellent progress is being made on the race problem. It is difficult not to seize a typewriter and report that democracy is safe—safe at the core. It is difficult not to call out across the Pacific to the peoples of South and East Asia, "You can trust us now."

Any such burst of enthusiasm would stretch the facts. But there are moments when a reporter senses that the corner is turned, and at that point hope leaps ahead of the many difficult jobs remaining to be done. It is an immensely refreshing experience to come here from the outside world of dense problems and dishearteningly slow speed in solving them, to find that the slowest problem of them all has suddenly begun to resolve, almost with breath-taking speed.

The best evidence is not in big, spectacular developments like the recent Supreme Court decisions, important as they are. You find it, rather, filling your notebook after a day of reports, lectures, and workshop discussions at the institute here, in the form of smaller signs of progress on the community level.

You hear of the wealthy white Texan who has just told three southern schools he will leave them large bequests if they admit Negro students.

Or the survey of restaurants in Washington, D. C., where 17 out of every 25 said they were now glad to serve Negroes.

An announcement to southern churches of visual aids for discussion groups on race relations astonished the sponsors by bringing nearly 5,000 requests.

White teachers in Atlanta, Ga., took their white students on a visit

to Negro schools in areas where some of the nation's most blighted housing problems exist. They talked with both pupils and teachers. What they learned and reported to their parents has helped to ease a particularly tense situation.

A recent poll of the faculties of white universities in the South showed that 68 per cent felt that segregation in their institutions could and should be ended. This percentage has probably increased since the Supreme Court decisions.

There were 91 summer institutes dealing with race relations this past summer, most of them at colleges. In addition, there were 116 regular summer courses in this field. And during the past winter season, 1,580 courses were held in 293 colleges and universities.

When the notebook begins to fill with items like these, even the skeptic can see that there is a new wind blowing through the South. The men and women who tell the institute of rapid progress in their communities are technicians, trained social workers or lawyers, who do not easily yield to optimism. Most of them are Negroes and they include many of the leading figures in this field. If they showed bitterness, frustration, and resentment at the many chains which still bind their people, it would be understandable. If they talked of stirring up rebellion, of meeting the force of circumstances and restrictive laws with counterforce, at least it could be said that they faced some provocation.

But there is no bitterness here. These are not frustrated people, prey to extremism. They joke easily, with lively humor. They give the impression of men and women working for a principle of equality of man which is larger than they and which gives breadth and poise to their point of view. They do not feel that violence is either desirable or inevitable. They seem rather to feel that you don't have to use force if the tide of events is in your favor.

There was a long, exhaustive discussion of one community where Negro housing conditions are bad. A few heavy industries control the town; they had boomed in wartime and now there is unemployment. The Negroes feel they are not wanted and that the town would rather be rid of them than help build decent houses. But they have nowhere to go. Racial tension has grown to the point where it could be ugly.

The community organizer telling this story said that almost everything had been tried in an effort to get help. The local newspaper, millowners, labor unions, ministers, local businessmen, all appeared to be unsympathetic, and it seemed impossible to rouse either civic pride or self-interest. What, the local colored leader asked, could the experts of the institute suggest?

The answers were revealing. Exasperation and sharp measures were not the way out. Had the local editor been unsympathetic? But did you realize what patience and, above all, persistence could accomplish? You have to visit the editor over and over again, convince him of your sincerity, bring him an objective and authoritative report of the facts and get him to make his own investigation. In time, even if he is a skeptic, honesty and facts will win at least his respect.

The millowners didn't seem to care? But they live in the town, and in these days no one wants to live with the ugliness of racial tension. Countless employers have been brought to see that it is damaging

to their interests. Perhaps the local ministers can be persuaded to plead the case. Or approach the millowners directly and repeatedly with all the civic backing you can muster.

One of the old hands at this sort of thing said: "It's remarkable what persuasion and the force of an idea can accomplish if you support them with skill in negotiation. But these things take time. Just to change the thinking of one person in the community is an undertaking. You say you've exhausted all the means of support. The chances are that you have not worked at them long enough and carefully enough."

And he told of civic campaigns where skill and patience accomplished what force and impatience could not. The community organizer from this town will go back home with a new devotion to the power of ideas, and with a list of some 10 specific things that can be tried to break the deadlock in his community. They begin with an authoritative survey of the facts, so impartially managed that it will be convincing, and end with a carefully planned campaign to lay these facts directly before the millowners and leaders of the town with maximum likelihood of gaining their confidence and support.

Reduced to print in these words the constructive mood of the suggestions almost sounds weak and defeatist. But in the discussions here it was nothing of the sort. It came from thoroughly modern, young, skilled negotiators who know that intelligent persuasion, backed by the compulsion of events in these days when racial ugliness is damaging to all concerned, can and does get results. These are the men who would advise sharper and more tough-minded measures if anyone short of the Communists would. But instead they spelled out ways of fixing grievances which are as supple and democratic as democracy itself could wish.

One editor of a large and militant Negro newspaper, who would be intolerant of any soft attitude or appeasement, gave his formula for persuading the whites to support the cause of equality. Appeal to their sense of sporting fair play, he said. This is one of their most deeply ingrained characteristics. Also to their conscience; they don't want to do things of which they will be ashamed. Finally, openly encourage those whites who are helping to bring about reforms. They will appreciate it, and even in the South they will find that their stand brings increasingly favorable comment from their own race.

This is scarcely a formula for revolution. But the man who put it forth says that it brings results.

The mood here would not comfort the enemies of democracy. Social change, in the face of the towering complexities of this problem here in the South, is not being pressed to the point of explosion. The leaders of the crusade here are not willful or even unwitting incendiaries. They are men and women who feel deeply the shame of discrimination and second-class citizenship as it is imposed on them by history and circumstance, but who are also intensely loyal to the very western system which has left them for so long an aggrieved minority. That is a loyalty which appears here to be worth its weight in freedom.

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SAVILLE R. DAVIS is American news editor of *The Christian Science Monitor*. He participated in the recent Race Relations Institute at Fisk University.